

**IMPROVING THE THIRD GRADE STUDENTS' LISTENING SKILL
THROUGH THE TOTAL PHYSICAL RESPONSE AT SD N GAMBIRANOM
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education



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IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS



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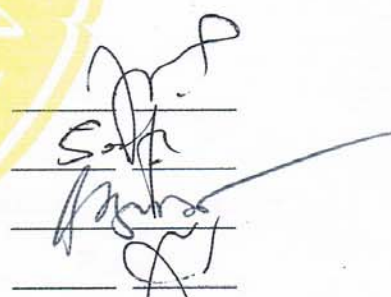
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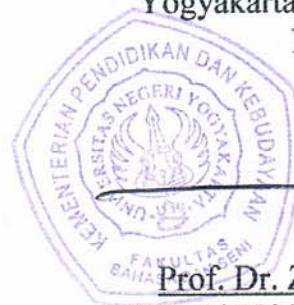
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Penulis,



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MOTTOS

*And whoever is patient and forgiving, these most surely are actions due to
courage
-The Qur'an*

*Give gifts and you will love one another
-Bukhari: AdabAl Mufrat Ch.29, part 269*

*Whatever it takes!
-Anonymous*

*Life is either a daring adventure or nothing.
- Helen Keller*

DEDICATIONS

This thesis is lovingly dedicated to:

*My beloved parents and my dearest sisters who have endlessly loved me and
cheered me up whenever I get down*

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ABSTRACT

This study aimed at improving the third grade students' listening skills through the Total Physical Response (TPR) at SD N Gambiranom in the academic year of 2013/2014.

This study is action research and consists of two cycles. Each of the cycle followed the procedures of conducting action research proposed by Anderson *et al.* in Burns (1999: 32-33). The procedures were; reconnaissance, planning, implementation and observation, and reflection. The subjects of the research were the third grade students of SD N Gambiranom. Other research's participants were the school principal, the English teacher and a student of English Education Department, State University of Yogyakarta as the observer. The data of this study were qualitative and quantitative. The qualitative data were obtained from observation and interviews, while the quantitative data were gathered from students' tests and questionnaires. The qualitative data were presented in the form of field notes and interview transcripts. The quantitative data were in the form of students' listening scores and questionnaires' scores. The questionnaires were analyzed with descriptive statistics using *Likert Scale*. The qualitative data were analyzed in five steps, i.e. assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

The findings of this research showed that the implementation of TPR improved the students' listening skill. This improvement is indicated by the improvements of the students' means scores in listening tests. The number of the students who passed the passing grade that is 7.99 was increased and only four students didn't pass the passing grade. The overall students' mean scores were increased by 1.38 from 7.45 in their pre-test to 8.83 in their test in Cycle 2. The average mean score based on the students' questionnaires is 3.47 that means very good. It indicates that TPR activities were enjoyed by the students and helpful in improving their listening skills. It is concluded that the implementation of TPR improved the third grade students' listening skill at SD N Gambiranom.

Key words: Total Physical Response, Listening skill, Grade three students

CHAPTER 1

INTRODUCTION

A. Background of the Research

The latest policy issued by the government of Indonesia, in this case The Department of Education and Culture on the 2013 Curriculum, states that English language subject should be taught only as an extracurricular at every Primary School in Indonesia. For the meantime, in Depok, Yogyakarta, the government is still doing a trial on the new curriculum in five Primary Schools.

The omission of English subject is aimed to give more opportunities for children to master Indonesian language first before they are ready to learn English as a foreign language. In fact, the mastery of English language is a great demand these days due to the development of science and technology. English is also extensively used as lingua franca among people across the world. It is a means of communication for people who do not share the common language. Thus English is an important subject that has to be taught in school.

According to the KTSP curriculum, English is taught as a local content in Primary School starting from grade four to six and a compulsory subject for junior high school, senior high school and even a subject in the university. Based on the curriculum many schools even teach English as an elective subject. However, with the implementation of 2009 curriculum, the English proficiency of Indonesian

students is still disappointing. Thus, when the 2013 curriculum comes to effect, it is worried that the English proficiency level of the next generations will get worse and the most extreme drawback is that Indonesian will not be able to compete and communicate in today global community.

In addition, with the new curriculum, it is believed that children will only get a little opportunity to learn English. On the other hand, there is a strong belief that the younger the children the better they learn English as a foreign language. The belief is enhanced by some theories such as CPH theory proposed by Lenneberg in Brewster, Ellis and Girard (2004: 17) who says that language acquisition is considered to be good between the ages of three and the early teens. During that period, the children seems to be most sensitive to stimuli and to preserve innate flexibility for the organization of brain functions to carry out the complex integration of sub-processes necessary for the smooth elaboration of speech and language.

Another theory is stated by Steinberg (1993: 203-216) that motor skills are also necessary in learning a foreign language. Adults are lack of the flexibility of motor skills that children have. It is said that due to the flexibility of their motor skills, children learn to speak a second or foreign language with an identical pronunciation to that of a native speaker.

Considering the importance of English and the theories saying the effectiveness of learning English at early years, some Primary Schools, especially in Yogyakarta, are still intensively teaching English to their students. One of the schools

is SD N Gambiranom that had been teaching English as an extracurricular starting from grade one to three and as a local content for grade four to six.

However, it should be taken into account that teaching English for Primary School is not meant to give as much language knowledge as possible but to make children communicate although they only have limited knowledge about the language. The learning process should be focused on oral communication in limited context through fun and enjoyable ways. Additionally the teacher should select materials that are the most appropriate and related to children's daily life and deliver them with interesting activities.

Based on the observations and the interviews done at SD N Gambiranom, although English had been being taught since about 15 years ago, the researcher found out that there are still many problems related to the teaching and learning process. The activity done in the classroom was only translating in which the students are taught to translate from English to Indonesian and vice versa. The language used in the class is mostly Indonesian and Javanese. The teacher in SD N Gambiranom only uses coursebooks without implementing any other media. She is often confused and has less confidence in teaching listening and speaking to the students since she feels that she does not possess any knowledge and knows a little about techniques in teaching English. As the consequence, the teaching of written skills is more emphasized and the teaching of spoken skills is often neglected.

In fact, in mastering native language, it is nature that listening and speaking are learnt first before reading and writing. Pinter (2006) says that just the same as in

mother tongue learning, English as a foreign language should start with an emphasis on listening and then speaking since children are often not capable yet in reading and writing or have no much confidence in doing so. Listening is necessary to be taught first as the basis for speaking. Children should be given rich listening input as the model for them to be able to speak. Therefore, in order to prepare children to be ready to dive into speaking, it requires a lot of opportunities to listen and to have adequate listening practice.

It is also worth remembering that teaching children is different from teaching adults. The teacher cannot employ the same techniques as in teaching adults since they possess different characteristics. The principle in teaching children is to provide the best possible instruction in natural situation- not in classroom situation where the children can effectively learn- that they can thrive and focus on learning. The learning process should be done in an enjoyable and interesting way. In listening it is necessary to provide visual back-up as well, so that the children will be helped in grasping the message conveyed during listening. Thus, the teacher can provide them with much visual back-up through facial expression, movement mime and pictures.

One popular approach that functions well in teaching children listening skills is James Asher's Total Physical Response (TPR). Cook (1999) suggests that TPR is a stress- free method of teaching language through physical movement in responding verbal input. As stated by implementing total physical response the children's anxiety will be reduced since the method allows the children to react to language without thinking too much.

Brewster (2004:44) states that through TPR activities, the children will be introduced to new language in a visualized and contextualized way using active movements that do not put much pressure on children. Therefore, through TPR, stress and anxiety the children may feel during learning English can be reduced so that they can enjoy their experience in learning a foreign language.

B. Identification of the Problem

Based on the observations, interviews and the discussions with the English teacher, headmaster and the collaborator, conducted on Friday, July 5, 2013 and Tuesday, July 23, 2013, some problems in the field were identified. The problems found were mainly related to the materials, media, method and facility in teaching English.

Children have a lot of physical energy that they need to be physically active in English learning process. Additionally, children also have shorter attention span than adults that they need to be given interesting activities such as game, storytelling, singing songs and so forth. However, during the observation, the researcher found that the teaching and learning process was focused on translating. The students were always asked to do the exercises on the course book, translate new vocabularies and memorize the vocabularies. Because of the monotonous activity during learning English, most of the students were not fully engaged in the classroom activity. They could not sit still and preferred to walk around the class and talk to their friends.

Listening skill is an active skill to be taught first before children are ready to dive on speaking skill. Listening skill is also needed to prepare them for the written

skills since after listening to English sounds, it is much easier for children to match the sound with a specific symbol or letter. Thus, listening skill cannot be neglected in teaching English for children. However, the teaching and learning process at SD N Gambiranom emphasized only on written skills. The students were hardly engaged in listening skills as the foundation for them to speak. The students were not given plenty of listening input and practice before they are ready to perform speaking task. In addition, Javanese and Indonesian language were the main language used during the teaching and learning process. They do not get plenty of English language exposure. As the consequence, the students cannot understand and respond to any instructions given during the English teaching and learning process.

Due to the short attention span the children have, in teaching English to children, some media need to be used. Media are very important in teaching children, because children like to learn something real. They like to talk about something that can be touched and seen. Media help them understand things better. It can also entertain them and then build fun atmosphere in the class so that they do not easily get bored. However, based on the observation at SD N Gambiranom, the researcher found that the students were never taught using media such as pictures, puppets, song, realia and so forth. The main sources for teaching and learning process are the teacher and the coursebook or LKS (Clever Book or Cemara). All the materials for teaching were taken from the coursebook. As the result, the students were not interested in learning English. Thus, they lost their attention easily during the teaching and learning process.

Another problem found is related to the school facility. The facility provided is very limited. There is a whiteboard but no LCD, TV, tape, speaker or microphone in the classroom. The size of the classroom is too small to accommodate an English teacher and 31 students. The students who sat in the rear cannot see clearly what the teacher is doing and what she is explained. The students also find it difficult to listen to the teacher's explanation. Furthermore, it is hard to change the tables and chairs arrangement so that various active activities cannot be held.

C. Limitation of the Problem

Since there are many problems found during the classroom observation, it is impossible to cover all the problems mentioned in this study. In this study the researcher only chose the serious, urgent, and feasible problems to be solved.

The study was conducted in 5 meetings from July to October 1, 2013. The research was only conducted in class III B SD N Gambiranom because SD N Gambiranom is one of some Primary Schools in Yogyakarta that still actively teaching English to their students. Moreover, it was impossible to conduct the research across different grades because the limited time in conducting the research. There was also limitation of the focus of the action. This action focused on improving students' listening skill through TPR only. It is because the improvement of the students' listening skill is very important in learning a language as presented above. Listening is also the foundation for the children to develop other skills. Thus, problems related to the listening teaching and learning process need to be solved as

soon as possible. Integrating the four skills would be done surely but it still focused on listening skill improvement.

D. Formulation of the Problem

Based on the background of the study, identification of the problem and the previous discussions with the interested parties including the headmaster, the English teacher and the collaborator the problem is formulated as follows:

“How can the students’ listening skills at Grade III B of SD N Gambiranom be improved through TPR activities?”

E. Objective of the Research

The main objective of this research is to improve the students’ listening skills of grade III SD N Gambiranom through TPR activities.

F. Significances of the Research

The findings of this research are expected to give significant contributions to the related parties:

1. The English teachers

It is expected that the findings of this research can be useful information for them that Total Physical Response activities can be effective in improving children’s spoken skills.

2. The school principals

The findings of this research can give information on the significance of using Total Physical Response activities in teaching spoken skills to children. Thus, it will

be a policy to facilitate and to support the activities in the English teaching and learning process to children.

3. The English Education Department of UNY

The findings of this research can give more information about the implementation of Total Physical Response to teach English language for children especially for Primary School students.

4. Material developers of English for children

The findings of this research can give inspirations for material developers to develop TPR-based learning materials for Primary School students.

5. Other researchers in the same field

To other researchers, the finding can be a reference of conducting other research studies in the same area.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Teaching English to Children

a. The Characteristics of Children

In teaching English to children, understanding children's characteristics is essential. By having a thorough understanding of their characteristics, the teacher will be able to provide the most appropriate and the best instruction and also care for the children, so that they can thrive on learning English language.

Most of the students in the field of this research are eight years old children who according to Scot and Yteberg (1990:3-4) are relatively mature children who already have both an adult side and a childish side. The characteristics of eight to ten years old children are listed as follows:

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between fact and fiction.
3. They ask questions all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and don't like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
8. They are able to work with others and learn from others.

According to Slattery and Willis (2001:4) children as learners:

1. are developing quickly as individuals.
2. learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things.
3. are not able to understand grammatical rules and explanations about language.
4. try to make sense of situations by making use of non- verbal clues.
5. talk in their mother tongue about what they understand and do- this helps them learn.
6. can generally imitate the sounds they hear quite accurately and copy the way adults speak.
7. are naturally curious.
8. love to play and use their imagination
9. are comfortable with routines and enjoy repetition.
10. have quite a short attention span and so need variety.

In addition Slattery and Willis (2001: 5) add some lists of children from 7 to 12's characteristics as follows:

1. Children are learning to read and write in their own language.
2. Children are developing as thinkers.
3. Children understand the difference between the real and the imaginary.
4. Children can plan and organize how best to carry out an activity.
5. Children can work with others and learn from others.
6. Children can be reliable and take responsibility for class activities and routines.

Brewster, Ellis and Girard (2004:27) suggest that there are some reasons that young learners are different from older learners.

1. Children have a lot of physical energy and often need to be physically active.
2. Children have a wide range of emotional needs.
3. Children are emotionally excitable
4. Children are developing conceptually and are at an early stage of their schooling.
5. Children are still developing literacy in their first language.
6. Children learn more slowly and forget things quickly.
7. Children tend to be self- oriented and preoccupied with their own world.
8. Children get bored easily.

9. Children are excellent mimics.
10. Children can concentrate for a surprisingly long time if they are interested.
11. Children can be easily distracted but also very enthusiastic.

Those characteristics need to be taken into account by the teacher to develop the best and the most appropriate materials and activities for the children.

b. The Differences between Teaching Children and Teaching Adults

Due to their unique characteristics, teaching children is not the same as teaching adult. Adults come to a foreign language classroom with their own objectives, pursuing a higher position in a company where English is the main language or wanting to study abroad where the language is widely used. Motivations, goals and expectations are things importantly needed by an English teacher when teach adults. On the other hand, children arrive in class without any of those things. They simply learn English with no certain intentions.

Brewster, Ellis and Girard (2004: 27) state that adults who learn a foreign language often have a long- term goal, for example wanting to get a job where bilingual skills are important, or wanting to study further in the country of the target language. For those reasons, adults are highly motivated in learning a foreign language. On the other hand, children are not yet in control of their own language, as well as learning another one. Eight to twelve years old children even do not have particular needs for learning foreign language.

Steinberg (1993:203-216) also argues that adult learners and young learners are different in some points. In some cases, he believes that children are better than adults when learning a foreign language. He states that in term of intellectual

processing, both children and adults have optimal powers of induction that is learning by self- discovery, yet adults perform better in explication that is a process in which any rules and structures of foreign language are explained in the learners' native language. In term of memorization, children have excellent rote memory that they can absorb a great amount of data. The rote memorization will begin to decline at the age of eight years and will continue with more declines at the age of twelve. Thus, it is easier for children to memorize new words, phrases and sentences than it will be for adults because adults undergo a decline in memory.

Steinberg also states that motor skills are also necessary in learning a foreign language. Adults are lack of the flexibility of motor skills that children have. It is said that due to the flexibility of their motor skills, children learn to speak a second language with an identical pronunciation to that of a native speaker.

In line with Brewster's idea that adults have the knowledge of the world with strong motivations to learn a second or foreign language, expectation and long- term goals. Steinberg adds that adults do better in classroom situation because of their attention span and concentration. Adults do better than children in explicative processing (process in which rules and structures of a second language are explained to the learner in his or her native language). However, the older child's memory and motor skills are better than the adult's. Thus, all of the advantages obtained by adults in classroom situation with all of their strong motivations may not be as great as the advantages gained by children of having flexible motor skill and good memorization in learning a second or foreign language.

Further Brown (2001: 87) suggests that there are three differences of adult learners and young learners. Firstly, the differences between children and adults in this case is defined as persons beyond the age of puberty is shown in the child's spontaneous, minor attention to language forms in contrast to the adult's overt, focal awareness of and attention to those forms.

Secondly, although children have fluency and naturalness of the second languages, children may find difficulties in learning a foreign language when exposed to a classroom context. On the other hand, with the knowledge adults have, adults may learn a second language faster than children since adults are already able to make use varieties of deductive and abstract processes to grasp grammatical and linguistic concepts.

Thirdly, as stated by Brown, children at six to twelve years old face a major difficulty in acquiring a second language because of some factors such as a number of complex personal, social, cultural and political factors at play in Primary School education.

The implication in teaching English for children is that the teacher should provide a situation as natural as possible where English is learnt in a condition similar to that where children learn their native language, so that children's potency can be optimized. For example, since the nature of children is playing, the teacher can make use of interactive games to teach. Knowing that children are not mature enough and do not have the background knowledge the adults have, it is also important for the

teacher to avoid explaining grammar and abstract functions to children and give explanations as simple as possible.

c. Children's Language Acquisition and Learning

Krashen in Linse (2005: 12) addresses the distinction of language acquisition from language learning in term of the process. Language acquisition is natural processes in which children are subconsciously developing language skill. It is similar to the one that children develop in their first language. The language is used merely for communication and emphasizes on the messages being conveyed not on the rules of the language. Language acquisition is also described as implicit learning, informal learning, and natural learning. Acquisition is also known as "picking-up" a language in non-technical language.

On the other hand, language learning is associated with conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning. Language learning is also referred to the language instruction in a classroom context. It is more emphasized on the form of the language instead of the message being conveyed.

Some theories with different views of how children think and learn emerged. The behaviorist views by Skinner in Brewster, Ellis and Girard (2004: 16) seen children as an empty slate who learn and interact passively through stimulus and responses. Chomsky and Lenneberg in Brewster, Ellis and Girard (2004: 17) with the

innatist or nativist views suggest children are born with the so called LAD or Language Acquisition Device and given IQ to process and produce language. Further in Brewster, Ellis and Girard (2004:29), cognitive-developmental views that is triggered by Piaget see language development as an aspect of general cognitive growth. In term of second language acquisition there is a CHP or Critical Period Hypothesis triggered by Lenneberg that says children can acquire native fluency during a specific and limited time (Taylor: 1984). Next, Bruner in Brewster, Ellis and Girard (2004: 18) with the social- interactionist views argue that innate and input along with social interactions in the learning process are all important. Then, there are ZPD and Scaffolding coined respectively by Vygotsky and Bruner in Linse (2005: 14). ZPD is the distance between the actual level of children development independently and the level of potential development achieved under the guidance of someone more capable. On the other hand, Wood, Bruner, and Ross in Cameron (2001:8) suggest the so called scaffolding that is the support provided by adults to guide a child through the ZPD and enable them to carry out a task that they are not able to do without help.

d. Principles of Teaching English to Children

Due to the characteristics of the young learners, the differences between them and adult learners and how they think and learn, to successfully teach English as second language needs special techniques and principles that are different from those of teaching adult learners. Brown (2001:87-90) suggests five categories to help give some practical approaches to teaching children.

1) Intellectual development

Piaget in Brown (2001: 88) proposes the so called concrete operations in which children still best learn by doing although they begin conceptualizing some abstract problem solving. Thus, the teacher should avoid or carefully explain any rules, explanations or other slight abstract talk with extreme caution. Children up to the age about eleven are also still centered on the here and now concept and they are not ready yet to grasp any linguistic concepts.

It is important for the teacher to avoid abstract rules and explaining grammar. If grammar concept should be introduced to children, then the teacher can draw the children's attention by showing them certain patterns and examples that are reinforced through repetitions.

2) Attention Span

Adult and young learners are differentiated in some ways. One of the most notable one is the attention span. Children do enjoy and can spend a very long time only to play with their peers or watch their favorite TV programs. However, short attention span does come to play when they face boring, useless and boring situations.

In order to keep the attention, curiosity and interest of the children on, the teacher needs to employ a variety of activities, for example games. In addition, to retain the motivation and spirit of the children, the teacher also needs to be lively and enthusiastic since the teacher's attitudes can affect children's attitudes as well.

3) Sensory input

In order to help children internalize language, the five senses of children have to be well stimulated. The teaching and learning process can be driven into not only visual and auditory modes. The teacher can involve the children in physical activities such as playing games and doing Total Physical Response activities.

4) Affective Factors

Just the same as adults, children are also affected by the inhibitions found that can hamper them from learning English. Children are still forming their egos that a slight nuance of communication can be negatively interpreted. The teacher should make the phase of the teaching and learning process as comfortable as possible. The teacher should also be able to act as caretaker who comforts the children.

5) Authentic, meaningful language

Again, children are still focused on here and now concept. Thus the language they learn should also be meaningful that it can actually be used for here and now. Thus language can be embedded in a familiar and a real- life context.

Considering the characteristics of the children, Scott and Ytreberg (1990:5-7) state some points to be taken into account to the teaching and learning process.

1) Words are not enough

Scott and Ytreberg suggest that spoken words only are not sufficient for teaching children. The teacher should involve movement and stimulate children's senses in most classroom activities. The teacher needs to make use of some media,

for example objects and pictures as well as the school environment and the children's surroundings.

2) Play with the language

It is said that playing with the language is very common in the first language acquisition. It is the same in the early stages of foreign language learning as well. The teacher can sing songs, rhymes and tell story telling. Let the children become familiar with the rhymes, words and the sounds first and tolerate any pronunciation mistakes made.

3) Language as language

Language being taught can be accompanied by other clues to enhance the meaning. The spoken word can be accompanied by facial expression and movement, so that it will improve the children's awareness of the language.

4) Variety in the classroom

Due to the short attention span the children have, variety is needed to be employed in the classroom activities. This variety includes variety of activity, pace, organization and voice.

5) Routines

Provides something familiar can benefit children in learning English. It is good for the children be served with familiar situations and familiar activities. The class can sing a morning and closing song as the routines of the classroom, etc.

6) Cooperation not competition

It is much more effective to provide other forms of encouragement rather than giving rewards and prizes. The classroom should be created as a place for sharing experiences with an atmosphere of involvement and togetherness.

7) Grammar

Even for children at the age of ten or eleven, it is difficult for grasping grammar rules since children are considered not mature enough to talk about grammar rules. Simple grammar rules may be best explained when the children asks for an explanation. Yet it should be noted that the teacher should keep the explanation as simple as possible so that the children will be able to grasp the explanation and benefit from it.

e. Classroom Management and Atmosphere

1. The classroom

The environment in which the children learn do effect on how the children learn and whether they learn successfully or not. Children's behaviors and motivation sometimes positively affected by the classroom management and environment. Paul (2003: 101-104) suggests some principles that are applicable in almost every teaching situation. First, a classroom should be as welcoming as possible designed in attractive and pretty way. A classroom also should be in comfort atmosphere and temperature, not too hot or cold. Additionally, a classroom should display an interest in English and have a sense of purpose. The more important is that a classroom should be safe for children.

Scott and Ytreberg (1990:11) add that children respond to the learning environment that is pleasant and familiar very well. Thus, the teacher can set up the class by putting as much on the walls or bringing in some objects as long as there is still enough space to the children to learn and to the teacher to work. The class arrangement should be made in the most suitable organization as possible in which the teacher can teach the whole class and some of the time, he or she can manage group work easily. It is also useful for the teacher to manage pairwork or groupwork since it is simple to organize and easy to explain. Although, children sometimes are not willing to cooperate and share with their friends, cooperation needs to be nurtured and learn, for example, by working in group.

In order to create an effective learning atmosphere, Brewster, Ellis and Girard (2004: 219) argues that there are five main aspects to be considered as follows:

a) Establishing routines

Established classroom routines can help children to feel confident, so it is good to develop familiar patterns with children in the classroom. In establishing routines, the teacher can gradually introduce children to use English for a short period of time by singing songs or rhymes. In line with Brewster, Scott and Ytreberg also add that routines increase familiarity and security inside the class.

b) Finding a balance

The children will find the most effective environment for learning in the classroom where the teacher is firm but kind and encouraging, so that the children will feel confident and happy.

c) Getting the pupils' attention

Children are sometimes difficult to be organized and to keep quite. Thus, it is helpful for the teacher to get the children's attentions by quickly start the classroom activity by singing song or rhyme to keep them occupied. Establishing a well- known activity or routine is also effective to keep the children's attention.

d) Finding an acceptable noise level

Children may become noisy when they are engaged in communicative activities in pairs or groups. The noise level is still acceptable if the children's talks are on task. However, when the noise level rises up above the acceptable level, the teacher may observe and recognize which is the noisiest group and give them some instruction or gestures to quieten down.

e) Praising and giving reward

Brewster, Ellis and Girard (2004:221-222) suggests that establishing good relationships with the children can be done by praising good behavior, commenting on children's good work and encouraging children's efforts. Praising can improve the children's confidence and self- esteem and in the same time provide other children with a good model to follow.

Related to giving praise, Paul (2003: 101-104) also adds that rewards can have serious negative effects. It is said that giving rewards to children can weaken children's interest. In the long term, children may lose their interest and even stop showing good attitudes and behavior when the teacher is no longer giving reward or prize. Rewards can arise a vast gap between those who always get rewards and

those who do not. They who get rewards will have their confidence enhanced, but they who don't may get themselves undermined.

Paul (2003:116-117) also states that praising can be as harmful as giving rewards since children may study hard or behave well in the classroom only in order to be praised. Thus, if there is no teacher to praise them, the children tend to have no motivation to study and behave well. Praising also divides the class in which the children who are praised a lot may become more confident, but they who do not will think that they fail.

Brewster adds that praising can add some benefits for children learning. Praising sets up the right atmosphere for learning process and enhancing children's confidence and self-esteem. However, over praising may become valueless. Thus it is necessary for the teacher to consider some kinds of children's behavior that may be important to be encouraged and praised.

- a) Thinking before answering, trying something difficult for the first time, achieving something difficult, persisting with a difficult task
- b) Sharing with others or helping a classmate, working well together
- c) Listening and following directions well, using English correctly or creatively, making a big improvement
- d) Observing classroom rules, putting classroom materials away, completing homework on time

A good classroom management is one of the key factors in settling up effective learning and teaching process since children's moods is hugely affected by

the surroundings. Classroom management is not merely organizing the children's seating arrangement, but it goes far beyond it. Thus, the teacher should be able to arrange the most comfortable atmosphere, safe and suitable environment for teaching and learning process by establishing routines that can easily engage the children attention.

In the classroom, it is also common to see some teachers promising to their children rewards in order to keep them in line and motivate them to behave properly inside the classroom. It seems natural and encouraging but one of the drawbacks is that if the teachers continually reward children for doing things, pretty soon they can develop the opinion that they should only do things if there's a reward or payment involved. Thus, Brewster and Scott suggest that it is far better to praise or comment on children's good work and behavior instead of giving rewards. Although some theories say that praising a lot can be as harmful as giving rewards but praising does needed to encourage the children. It does not matter if we want to praise and encourage children's efforts as long as the teacher's comments or praises can help the children more involved in what they are doing.

2. Media and Sources

In order to optimize the teaching and learning process and provide the children with various activities, the teacher can not merely use course book as his or her main source. According to Scott and Ytreberg (2004: 107) the teacher can make use of worksheets, workbooks, notebooks, supplementary books, flash cards,

pictures, animals and puppets, toys, games, accessories, audio, video and even computer.

According to Wright (1996:194) There are three kinds of teaching media; audio, visual, and audio-visual media. The first one refers to media which deliver messages in an audible form such as audiotapes, cassettes, CDs, etc. secondly, visual media are defined as media that can be seen during the process of teaching and learning. Pictures, flashcards, puppets and so forth are types of commonly used visual media. The last one, audio-visual media combine the two kinds of media. It can be seen and also heard. Films and video recordings are examples of audio-visual media.

Other learning sources can be games or songs. According to Lewis and Bedson (2008: 6-7) by implementing games, new materials are introduced to children. Games provide a hidden practice for currently learnt language items and certain theme. Additionally, games allow children to learn in relax way and in the same time, energize the class.

On the other hand, Paul (2003: 58-59) adds that songs make children remember words and patterns and chunks more easily since when singing songs, children learn with genuine feeling. Songs can be combined with actions and put into a chant. Using songs, children can remember patterns and pick up chunks of language without too much focusing on them.

3. The Role of the Teacher

Before being a good language especially English teacher for children, first, we need to be aware of children's unique characteristics because the teacher of children

should be able to act out two roles, as a teacher and in the same time as a caregiver who functions to provide children with developmentally appropriate instruction. Linse (2005:2) states that teachers of children have two jobs those are to provide care and to provide instruction to meet the children's needs so that they can thrive and focus on learning.

In order to function effectively as a teacher for children, Paul (2003:139-146) suggests some points to be considered in order to become an effective teacher as follows:

a) Giving personal direction

Children are different from adult learners who have already had their own sense of personal direction that enables them to interpret what they have learnt and how it can help them to be successful in learning. Due to that reason, it is the teacher's duty to help children and give them a clear personal sense of direction. There are a number of factors the teacher needs to consider in giving children personal direction including being well prepared, designing activities, selecting appropriate targets, drawing children in and giving a feeling of accomplishment to the students.

b) Providing help

Another task of a teacher is working as an active helper. During the lesson, there are some helps can be provided by the teacher including answering

questions, helping the children express themselves in English, scaffolding, hinting, etc.

c) Giving extra help

Sometimes extra help from the teacher is really useful for them who just cannot understand. The extra help or extra work can be done through giving private help or extra lessons that focus on the things the children find most difficult. The teacher can also communicate with parents of what the children needs.

d) Asking and answering questions

Asking question shows that children are genuinely interested in the materials. The teacher should answer the question helpfully and in a friendly way.

e) Reducing dependency

Children learn to be able to communicate, so they have to learn as independent as possible since in the real life they will find no teacher or text book to help when they are communicating with native speakers. The teacher can build their dependency by helping them relax and feel safe.

2. Teaching Listening to Primary School Students

a. Background of Teaching Listening to Primary School Students

Since while listening children do not need to produce sounds, it is claimed that listening is a passive skill. However, it is of course not true. Helgesen (in

Helgesen & Brown, 2007) defines listening as an active purposeful processing of making sense of what we hear. In line with Helgesen, Linse (2005:24) adds that during the listening task and activities, children should be actively engaged even without speaking. One of the techniques that can actively engage children in listening is Total Physical Response that can be used along with songs, storytelling, etc.

In the beginning, it is slightly explained that listening is the first skill acquired by children. Before children speak, they listen first to replicate the sounds. According to Linse (2005:25) the relationship between the two skills –listening and speaking- is clear that they are both spoken skills. Yet, listening also closely related to other two skills, reading and writing since listening can also be a foundation for reading instruction in which children are able to match the sounds with the corresponding symbols when they decode words.

Paul (2003:71) suggests that listening to as much English of an appropriate level as possible is necessary for children. However, Paul points that the teacher should consider the level of difficulty in which the present level should either be easy for them or beyond the level they can already understand. It is worried if the children get too difficult level, they may lose confidence and positivity.

In addition, Linse (2005: 29-30) also states that it is important for developing children's listening comprehension and listening capacity first as a foundation for other skills. When children have been trained to carefully listen to English sounds, it is much easier and better for them to match the sound with a specific letter or symbol.

In another word, listening is not only prepare the children for speaking but also reading and writing as well.

In order to enable the children to listen effectively, the teacher have to know their preferred learning channels. According to Linse (2005:25) there are three main learning channels; auditory, tactile, and visual. Auditory learners are better able to learn material when it is presented in an auditory format such as listening to someone read a story aloud. Visual learners often recall visual images or pictures easily. Tactile learners are better able to remember information, language, and content when they have physically manipulated or touched the information. In order to make the language comprehensible to all learners, the teacher should try to present information using all three learning channels.

b. Techniques in Teaching Listening for Primary School Students

Listening is in fact a great challenge for children since this active skill posse much difficulty. Some aspects that may contribute to its difficulty as stated by Pinter (2006:45) include the type and length of the text the children listen to and the familiarity of the person who they are listening to. In order to minimize these aspects of difficulty, the teacher can provide the children with ample visual back-up such as using gestures and facial expression to help them to understand the message conveyed. The children will also find it easier to listen to their teacher than to the tape or recordings since the teacher can modify the language or adjust the speed of the speech.

In order to support the children with listening, the teacher can provide the children with the so called teacher talk. Pinter (2006:47) states that in children's classrooms, the teacher can talk a lot to provide the language input. Additionally, teacher talk helps children to be familiar with the intonation patterns and the sounds of the language.

Paul (2003) proposes some techniques to teach listening such as dictation, stories, comprehension and communication, and TPR (Total Physical Response). Among other techniques, TPR is concerned as an effective technique for teaching listening to children because the children can physically active to respond oral commands which are given by the teacher.

c. Listening Activities for Primary School Students

Primary School students are at low proficiency level. Thus the teacher should be able to understand the children's characteristics as a base to design the listening activities. The teacher can provide materials which are close and connected to the children's daily activities and interests.

Brewster, Ellis and Girard (2004) suggest three stages, the teacher should concern when conducting listening class: what pupils do in preparation for listening (pre-listening activities); while they listen so they remain active (while-listening activities), and after they have listened (post-listening activities).

Brewster, Ellis and Girard (2004) list some listening activities for primary students as follows:

Table 1. The Listening Activities by Brewster, Ellis and Girard (2004)

Type of Activities	Purpose	Materials
1. Listen and Repeat	<ul style="list-style-type: none"> - listening for details to improve memory and concentration - listening with enjoyment to improve listening attitude - listening to physically „settle□ or calm pupils 	short, spoken messages such as instructions, or statements containing no more than ten words
2. Listen and discriminate	<ul style="list-style-type: none"> - listening for detail to discriminate between sounds and rhythmic pattern - providing ear training to Improve pronunciation - listening to physically „settle□ or calm pupils - listening to encourage mental activity and problem-solving 	sets of three or four words which contain a matching pair, songs and rhymes, rhyming stories
3. Listen and perform action/follow instruction	<ul style="list-style-type: none"> - listening for enjoyment - listening to improve memory and concentration span - listening to the use of prepositional phrases, e.g. on the left-right; or discourse - markers, e.g. first, then, next; and action verbs, e.g. put, fold, turn - listening to „stir□ pupils, make them more lively, relieve boredom, etc 	action songs and rhymes, plans or maps, instructions for games, e.g. <i>origami</i> (paperfolding)
4. Listen and draw/color	<ul style="list-style-type: none"> - listening to develop concentration on specific items, e.g. specific verbs/actions - listening to consolidate understanding of concept and new vocabulary, e.g. round, square, large, small, blue, yellow - listening to physically “settle□ or calm pupils 	short, spoken descriptions which can be accomplished by drawing which pupils finish or color in

5. Listen and predict	<ul style="list-style-type: none"> - listening to increase motivation and concentration - listening to activate schemata or previous knowledge - listening to encourage mental activity and problem-solving 	question and answer sessions based on, e.g. general knowledge, pictures or the cover of a book or story, predict content or key words from a picture, draw a word or mind maps about a topic, complete a quiz to draw attention to what pupils already know
6. Listen and guess	<ul style="list-style-type: none"> - listening for detail to pick out key vocabulary used to describe, e.g. parts of an animal's body - listening to encourage mental activity and problem-solving 	short, spoken descriptions which can be accompanied by a selection of items for pupils to eliminate
7. Listen and label	<ul style="list-style-type: none"> - listening to develop reading and writing skills or to develop concepts - listening to physically "settle" or calm pupils - listening to encourage mental activity and problem-solving 	written labels provided for pupils or written words on the blackboard for pupils to copy
8. Listen and match	<ul style="list-style-type: none"> - listening to consolidate new vocabulary and structures - listening to physically "settle" or calm pupils 	bingo cards, worksheets on which children draw a line to connect a picture with the correct words or written labels or speech bubbles to match with pictures
9. Listen and sequence	<ul style="list-style-type: none"> - listening to improve memory and concentration span - listening to consolidate new vocabulary and structures - listening to physically "settle" or calm pupils - listening to encourage mental activity and problem-solving 	pictures or written statements, worksheets with boxes in which children number the order of details listened to
10. Listen and classify	<ul style="list-style-type: none"> - listening to improve concentration span and to consolidate new vocabulary and structures - listening to physically "settle" 	Pictures, worksheets using written words on the blackboard which pupils copy into the appropriate column of a chart while listening, key

	or calm pupils - listening to encourage mental activity and problem-solving	visuals, e.g. tickchart, Venn diagram, matrix or grid
11. Listen and transfer	- listening to improve interactional skills - listening to encourage mental activity and problem-solving - listening to develop key study skills, i.e. using and interpreting charts, simple “date handling”	Information worksheets to carry out surveys and questionnaires with columns for pupils to complete

d. Listening Assessment for Primary School Students

According to Georgiou and Pavlou (2003:4) assessment is gathering information about students’ knowledge, ability, understanding, attitudes and motivation. A range of instruments can be used to assess students including tests and self-assessment. Assessment can be both formal and informal. Linse (2005:4) adds that Assessment is the gathering of information for a specific purpose.

Georgiou and Pavlou (2003:5) suggests that assessment that generates useful information for teaching and learning will involve the use of more than one method. Those methods can be portfolio assessment, structured assessment, projects, self-assessment, peer-assessment, traditional tests, take-home tasks or observation.

In line with Georgio’s idea, Pinter (2006) also suggests some techniques for assessing learners. They are observation (assessment checklist done by the teacher), self-assessment (assessment checklist done by the students), portfolio, project work, and the combination of them. Rost (in Helgesen & Brown, 2007) agrees with Linse’s idea and adds some listening assessment and testing techniques. They are discrete-

item tests, integrative tests, communicative tests, and interview tests. According to Rost (in Helgesen & Brown, 2007), discrete-item consist of multiple choice questions following a listening text (responses scored right or wrong), true-false format (responses scored right or wrong), open questions following presentation of a listening text (questions scored on a scale of correctness and completeness), and standardized test scores (e.g., TOEFL or TOIEC). The example of integrative tests are open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas), cloze summarizing of a text (scored on correct completions of blanks), dictation, complete or partial (score based on supplying the correct missing words).

Based on the *Departemen Pendidikan Nasional* (2008:42-43) in assessing children, the teacher can systematically and continually monitor children's performance and involvement in the classroom activities. The teacher can set up some indicators in the form of check list as the instruments for assessing children. The assessment should be designed as communicative and interesting as possible, involving physical actions, concrete situations and so forth. It is also stated that the assessment is not grammar and vocabulary testing and should emphasize on the use of the language itself.

Additionally, Linse (2005:146-147) suggests that there are two main components of listening assessment in the young learner classroom which are phonemic awareness—the ability to distinguish between different sounds, and listening

comprehension. Certain tasks such as yes/no questions and TPR instructions can be conducted to assess them.

3. The Total Physical Response (TPR)

a. The Definition and Objectives of TPR

In order to help children to tune in English, children need plenty listening practice. Not the same as in learning native language, children may find many difficulties to work out the meaning of every word they hear from listening to a foreign language. Thus, the teacher needs to provide them with gestures or visual backups to enable them in grasping the meaning. It is also necessary for the children to respond to any listening activity using non verbal response first so that they will have much opportunity to understand the language before they have to say anything in English. According to Pinter (2006:50) such responses to listening are associated with Total Physical Response or TPR that connects learning to physical actions and allows children to hear a lot of natural English in meaningful contexts without having to respond verbally.

Total Physical Response was originally developed by James Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign language. TPR is a language learning method which is based on the coordination of speech and action. TPR is a stress- free method of teaching language through physical movement in responding verbal input. By implementing total physical response the children's anxiety will be reduced since the method allows the children to react to language without thinking too much (Asher: 2000).

TPR is aimed to lessen the student's stress when they are studying foreign language. After responding to some oral commands using physical actions, the students can be driven to learn to read and write. Later on when the students feel they are ready to speak, they can be the ones who say the commands. After begin to speak, the teacher can issue games and skit activities.

Linse (2005:30) adds that by implementing TPR activities in the classroom, children are expected to respond non-verbally before they are ready to speak. Children just have to physically respond to oral commands, following along with the commands and only speak when they are ready to speak.

TPR promotes a range of positive aspects to the teaching and learning process especially in listening. First benefit is that TPR makes use of auditory, visual and tactile learning channels. Firstly, children utilize the auditory and visual channels by listening to and watching the commands. Later on, the children will be able to utilize the three channels by listening, watching one another's responses and do the commands themselves. Thus, children will be able to work out the meaning of the language from the gestures they see and do together with their teacher and friends in enjoyable way. Second, TPR allows children to listen and then start speaking when they are ready and feel comfortable to do so. Therefore, the children won't feel inhibited to speak. Third, children will follow instructions provided by the teacher and listen to them attentively. Forth, TPR can be adapted and modified with song or stories so that the children will enjoy the activities a lot.

Children are physically active that they need to be physically moving about. However aside from merely moving about activities, the teacher is also able to use TPR with songs, storytelling, drawing, yes/no cards and rhyming as stated by Linse (2005:32-33).

Additionally Richards and Rodgers (2001:75) say that TPR was developed based on three learning hypotheses called the bio-program, brain lateralization, and reduction of stress. Asher stated that the foreign language learning is parallel to the process of that of the first language. It is said that before the children are ready to speak, they first develop listening competence. Through TPR, children ability in listening comprehension is learned because children are required to respond physically to verbal command. Third, when listening comprehension has been established, speech develops naturally and effortlessly. According to Asher, brain and nervous system is biologically programmed both in a particular sequence and mode. Listening develops first before speaking as the sequence and dealing language through physical movement is the mode.

The second hypothesis is brain lateralization in which Asher believes that children acquire language through motor movement that is a right- brain activity. Based on Piaget's work as cited in Richards and Rodgers (2001:75) before children get involved in a left- hemisphere activity, they should be involved in a right-hemisphere activity first to process the language for production stage. Right-hemisphere activity will encourage left-hemisphere to produce language. Thus, children should be exposed to the right hemisphere activity first during learning

language. Aside from it, children also like to experience hands on activity, so that it is essential to implement a right- hemisphere activity of the children language learning. Garcia (2001) further states that Total Physical Response is a right brain method since language is taught through physical actions.

The third hypothesis is the stress-free method that is similar to the process of acquiring first language (Richards and Rodgers, 2001). The key factor that contributes to the successful language learning is the absence of stress. TPR is a stress-free method since it applies relaxed, enjoyable and gamelike activities.

b. The Principles of TPR

To be able to properly apply TPR in the classroom, the teacher needs to know and understand some principles of TPR as elaborated by Asher (2000), as the developer of TPR as follows:

- 1) Second language learning is parallel to first language learning and should reflect the same naturalistic process
- 2) Listening should develop before speaking
- 3) Children respond physically to spoken language, and adult learners learn better if they do that too
- 4) Once listening comprehension has been developed, speech develops naturally and effortlessly out of it
- 5) Delaying speech reduces stress.

Based on the principles of TPR, it means that learning foreign language should be in as natural context as possible as in learning native language. The

listening comprehension is done through action-based drill to give them the basic for speaking. Larsen and Freeman (2000: 111) also describe several principles in teaching learning process by using TPR as follows:

- 1) Meaning in the target language can often be conveyed through action. Memory is activated through learners' response. The target language should not be presented in chunks; not just word by word.
- 2) The students' understanding of the target language should be developed before speaking.
- 3) Students can initially learn one part of the language rapidly by moving their bodies.
- 4) The imperative is powerful linguistic device through which the teacher can direct student behavior.
- 5) Students can learn through observing actions as well as by performing the action themselves.
- 6) Feeling of success and low anxiety facilitate learning.
- 7) Students should not be made to memorize fixed routines.
- 8) Correction should be carried out in an unobtrusive manner.
- 9) Students must not develop flexibility in understanding a novel combination of target language chunks. They need to understand more than the exact sentences used in training.
- 10) Language learning is more effective when it is fun.
- 11) Spoken language should be emphasized over written language.

12) Students will begin to speak when they are ready.

13) Students are expected to make errors when they first begin speaking. Work on the fine details of the language should be postponed until students have become somewhat proficient.

Based on the principles above, it can be concluded that through TPR, children will listen to understand language not just word by word but chunks through responding to instructions. Since the correction is not carried out in an unobtrusive manner and the activity is carried out in a fun way, the children will feel successful in their learning without feeling inhibited.

c. The Teacher and Students Role in the TPR

When applying TPR in the classroom, the teacher and children have different roles. Asher in Richard and Rodgers, (2004: 93) states that the teacher is the director of a stage while the children are the actors. Agree with Asher, Larsen and Freeman (2000: 113) also add that teacher is the director of all students' behaviors. It means that the teacher is the only one who designs what to teach and the activity the children are going to do. The teacher gives instructions to be act out by the children. However, it is necessary that the teacher consider the complexity of the language, the children's development and their interest when conducting TPR activities. The teacher also should make sure the commands are clearly stated and illustrated. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly. The teacher decides what to teach, which materials to use and how they are to be presented. Learners have the roles of listeners and performers. First, they must listen

to what the teacher says. Then, they are expected to respond physically to those commands given by the teacher. Teacher must allow period of silence until confidence of understanding is reached and also be tolerant towards the mistakes students make.

d. The Procedures of Implementing TPR

In conducting TPR activity, first, the teacher should say the command and perform the actions herself, then the teacher again says the command and both of the teacher and the students perform the actions, later on the students themselves perform the actions with the command from the teacher.

Richard and Rodgers (2001: 77-78) propose four steps in conducting TPR. First is review that is a warming-up step in which the teacher checks students' understanding of the previous materials while warming the students' up in the new materials. The next is New Command in which the teacher introduces some new vocabularies related to the theme. Then, the teacher asks simple question which the students can answer with a gesture, such as pointing to something or someone. Third is role reversal in which students are ready to volunteer to give other students' commands. Fourth is reading and writing in which the teacher can write on the whiteboard each new vocabulary item and a sentence to illustrate the item. Then, she reads each item and acts out the sentence. The students listen as she reads the material. After that the students can copy the items on their notebook.

Richards and Rodgers (2001: 77-78) initially, the teacher demonstrates the commands involving the whole body, then the students are asked to participate in performing the actions. Afterwards, the teacher stops performing the actions and keeps saying the commands as students demonstrate the actions themselves.

Frost (2007) says that the teacher can start by saying some words or phrase while demonstrating the actions. Together with the teacher, then students perform the actions. This is done for a few times. After that the teacher can ask the students to repeat the words as they do the action. The teacher then can ask students to direct each other or the whole class if the students are ready to do so.

Richards and Rodgers (2001) suggest that the activities should be simple enough for the children to understand. It should be within their abilities so that the teacher needs to know by heart the ability and characteristics of the children first, before conducting TPR. Asher in Garcia (2001) claims that there should be twelve to sixteen new lexical items in one lesson to be introduced to the children. TPR also can be used in conjunction with other activities such as playing games, singing songs, listening to stories and so forth.

e. Advantages and Disadvantages of implementing TPR

From the theories of Total Physical Response above, it can be concluded that TPR brings some positive aspects that benefits children in learning foreign language. TPR is a stress- free method that children can enjoy a lot of fun using TPR.

According to Cook (1999) TPR can be used in large or small classes. It does not really matter how many students the teacher has as long as the teacher prepares

herself to take the lead, the students will follow. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language. Additionally, TPR is a powerful alternative to translation because it introduces new chunks through experience in the form of physical actions.

Linse (2005:30) adds some positive aspects of using TPR. First, it uses the auditory, visual, and tactile learning channels that are favorable for learning. Through TPR, children can use all three channels in one time by listening, watching and performing the commands themselves. Second, children can follow directions and listen attentively that contributes for academic success. TPR can be used to direct and stir children's good behavior in the classroom. Third, children are allowed to speak only when they feel ready and comfortable to speak. When children are already given ample of listening comprehension then they will be ready to begin to speak. Forth, TPR can be combined and adapted in many different ways. It can be applied in conjunction with song, storytelling or games.

Asher in Cook (1999) also suggests that TPR allows students to switch back and forth between right-brain and left-brain thinking. New material is internalized in the right brain through TPR activities. Verbal exercises of speaking, reading, and writing allow the student to switch and use the left side of the brain. It is also said that even if years have elapsed since acquiring the skill, after a few warm up trials, proficiency will return since everything learnt is saved in the long term memory through TPR's high speed long-term retention.

Aside from all the benefits offered, there are some weaknesses of TPR. Paul (2003:75-76) suggests that TPR is a teacher-centered teaching in which children indeed look very active but they do not given ample opportunities to think on their own. They merely follow the teacher's instructions and develop as autonomous learners since the learning process is driven by the teacher. Paul proposes a way to make the activity more learner-centered by mixing it with other activities.

Brown (2001;30-31) also adds that TPR only functions effectively in the beginning level of language proficiency since it is difficult to explain abstract language and complex grammatical features in the advanced levels of language proficiency.

Apart from the weaknesses of TPR, there are more advantages of implementing TPR to teach language to children. TPR can be a good method for teaching listening, introducing new words and commands as well as for providing children with ample comprehension before they are ready to speak. TPR combined with other activities also prepares children with reading and writing. The most important is that TPR can help learners to enjoy their learning.

B. RELATED STUDIES

Total Physical Response is not a new thing in the language teaching and learning. There were some previous researches that deal with Total Physical Response and its implementation in language teaching and learning. Ilmi (2011) investigated the implementation of TPR method in learning listening. She suggested that TPR was an appropriate method for teaching listening skill of English. Based on

her research, TPR could reduce the pressure for the students and increase the students' confidence and in the same time provide the students with long-term retention of language items.

Astuti (2010) also conducted a research on the implementation of TPR storytelling to improve the year-five-students' listening skill at MI Al Islam Mangunsari 02, Gunungpati Semarang. She stated that after implementing TPR, the students had great progress in listening that was showed by the improvement of the students' average listening score.

Another study was done by Sugiarti (2013) who implemented TPR in improving the teaching and learning process of listening to the fourth graders of SD N Sidoarum in the academic year of 2012/2013. The study showed that the use of TPR improved the teaching and learning process of listening.

From the results of some previous researches above, it can be concluded that TPR is applicable in teaching listening to children.

C. CONCEPTUAL FRAMEWORK

Based on the theoretical review above, it is clear that individuals can reap many benefits from learning English as a foreign language in their early years. Researchers point out that the younger the children are the less difficulty they have with foreign language acquisition since they possess flexible motor skill and good memorization in learning a second or foreign language that enable them to speak a

second language with an identical pronunciation to that of a native speaker. Thus it is essential to introduce English to children in their Primary School.

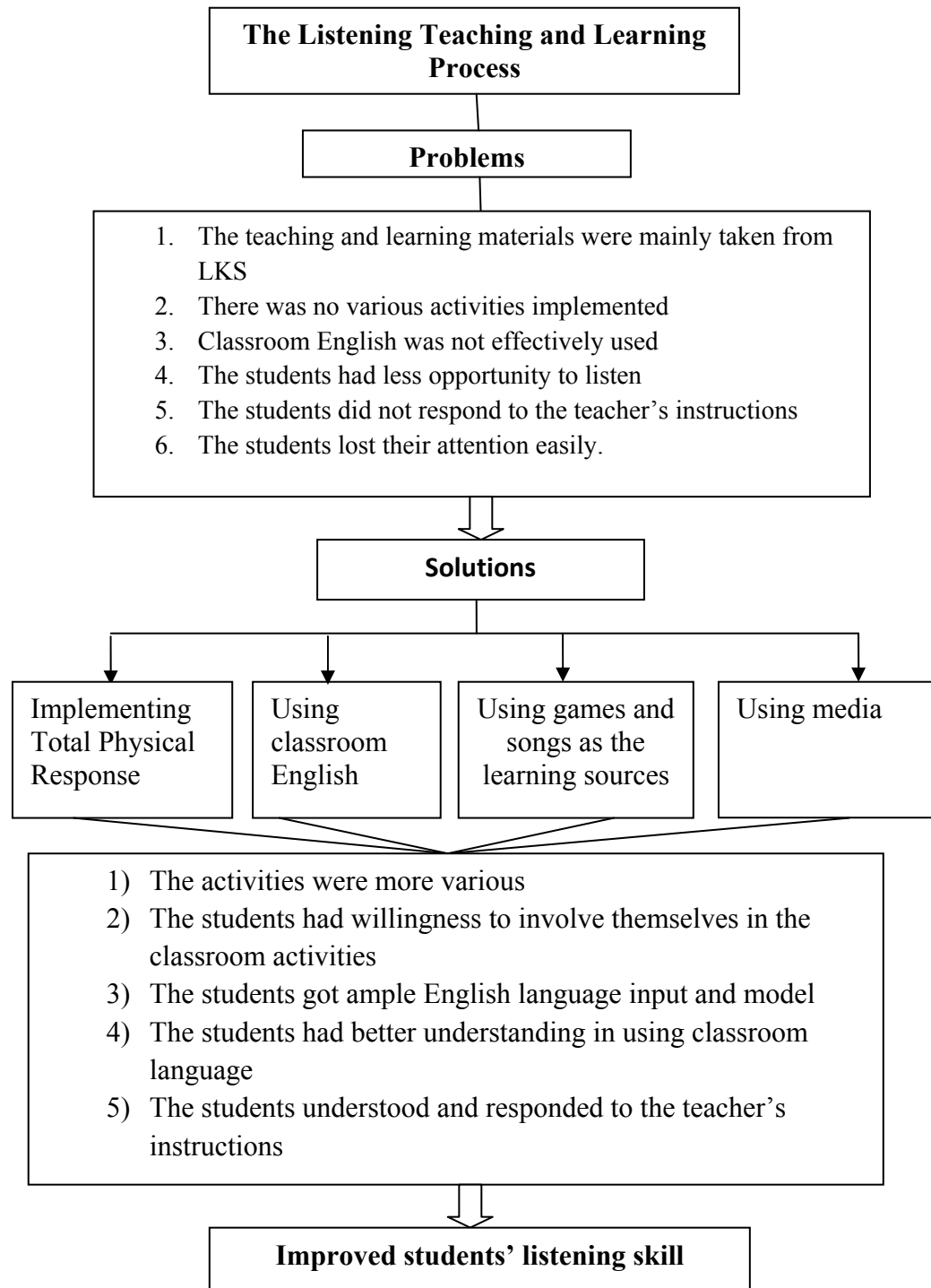
As in native language acquisition, English as a foreign language should be taught with an emphasis on oral skills first. Listening and speaking are both oral skills. However, before children are ready to speak, they need to listen first to prepare them to replicate the sounds. Therefore, in order to prepare children to be ready to tune in English, it requires a lot of opportunities to listen and have listening practice.

Teaching English for children is not the same as teaching English for adults. The teacher should first understand the children's development and characteristics for a successful learning. Children in Primary School are still learning best by doing in a concrete situation to process the ideas. They are also imaginative, physically active and having short attention span as well. Therefore, teaching and learning process should be done through interesting and enjoyable ways.

In regard to the children characteristics and teaching listening, TPR is a technique that functions well with children. Through TPR, children are actively engaged in listening tasks and activities since they are physically responding to the instructions. TPR expects children to respond non-verbally to commands or instructions before they are ready to speak. In responding the commands, children are emotionally, cognitively and morally active. In addition, TPR also can be applied in conjunction with songs, storytelling, drawing and so forth. TPR is a stress free technique that makes children learn the target language without feeling anxious and inhibited.

In the effort of improving children's listening skills, the researcher and the English teacher agreed to use TPR for grade three students in SD N Gambiranom. It is expected that there will be some improvements in the children's speaking skills after the technique is implemented. The schema of this conceptual framework is in the following figure:

Figure 1. Schema of the Conceptual Framework



CHAPTER III

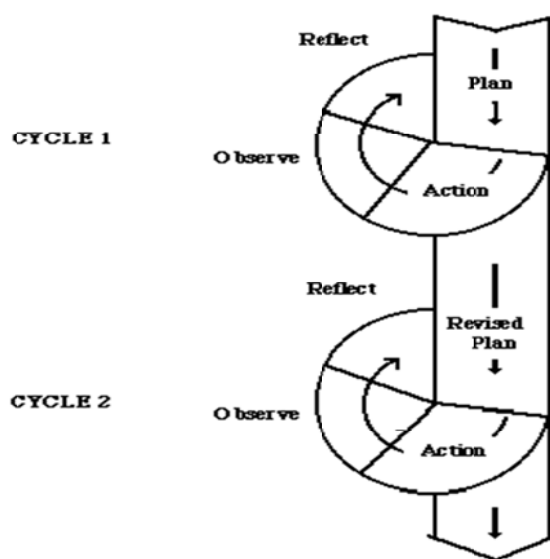
RESEARCH METHOD

A. Research Design

The study that was conducted at SD N 1 Gambiranom is action research in nature. The action research was conducted in the efforts of improving the 3rd grade students' listening skills through Total Physical Response or TPR.

The study was conducted in collaboration with the research members including the English teacher, the headmaster and an observer. The members of this research worked together in planning, implementing and reflecting the actions. The research was conducted through 2 cycles that consisted of two and three meetings respectively. The action research's cycles are presented in the diagram bellow.

Figure 2. The Action Research Cycles by Kemmis & McTaggart (1990)



B. Research Setting

The research was conducted from 23rd July to 1st October 2013 at SD N Gambiranom that is located at Gambiranom, Depok, Condongcatur, Sleman. It is about 3 kilometers far from the sub district center and 10 kilometers from Sleman. The school atmosphere is good for teaching and learning process since it is quite far from the highway. Basically, the school provides the students with ample facilities and classrooms. Each grade is divided into two classrooms with about 28 to 34 students in each class. The classroom is 8 meters in length and 7 meters in width and is equipped with a range of facilities including black and white board, cupboard, enough seats and tables, fan, abundant lighting, first aids box, information board and dustbins for organic and plastic rubbwash. There was no technological equipment such as LCD or computer that can be used in the classroom.

Other facilities provided are a basketball and volleyball field and a mosque. The school is also completed with a small garden, library, two air conditioned computer laboratories, health center, headmaster and teachers' room, canteen, sinks, toilets and parking area.

C. Research Subject

The subjects of the research were 31 students in class III B. Most of them were eight to nine years old and were middle to high class students. Most of them found it difficult to learn English and understand English words since they got a little exposure to English language both inside and out the class. They also easily got bored

as the teacher did not make use any interesting media and did not create enjoyable learning environment.

D. Research Data Collection

The data of the research are in the form of qualitative data that were supported by quantitative data. The qualitative data were collected by interviewing, observing and having discussions with the English teacher, the headmaster, the observer and the students of class III B. The qualitative data were obtained in the form of field notes and interview transcripts. The instruments for collecting the data were a recorder, a digital camera, observation guidelines and interview guidelines.

The interviews were done in reconnaissance and reflection steps and the data from the interview was recorded in the form of interview transcript. In observing the English teaching and learning process, observation guideline was used during the reconnaissance and the implementation of the actions. Then, the data from the observation were recorded in the form of field notes.

On the other hand, the quantitative data were gained through pre-test before the actions and listening tests after the implementation of each meeting. The data were in the form of students' achievement scores. The quantitative data were used to complete and support the qualitative data to show the improvements after the actions were conducted.

Listening comprehension tests were used as the instrument to conduct pre-test and listening tests before and after the actions. In order to know the students' response toward the actions implemented in the research, questionnaires for students

were also used. Blueprint was made as the guideline in designing the questionnaires. The blueprint consists of what aspects were asked in the questionnaires, the content, the theories, the purpose of the questions and the question numbers. The complete blueprint can be seen in the appendix.

1. Observation

The observations were conducted before and during the implementation of the actions. They were used to monitor the teaching and learning process. The data were collected by observing the teaching and learning process. Observation sheets were used as the guideline to observe the teaching and learning process. The English teacher as the collaborator and one observer observed and made some notes of the teaching and learning activities. Then, the data from the observation were interpreted in the form of field notes.

2. Interview

The interviews were conducted with the headmaster, the English teacher and some students of class IIIB before and after the implementation of the actions. In interviewing, interview guideline was used. Since the interview was in the form of semi-guided interview, asking further questions was allowed to get more and deeper data. The information was recorded in the form of interview transcript.

3. Questionnaire

The questionnaire was used to complete the data gathered from the interview with the students. It was used after the implementation of the actions to know the students' responses toward the actions. The blueprint of the questionnaire was used as the guideline in developing the questions. The questionnaire was in the form of close-ended questions and intended for the students of grade III B.

In order to analyze the data from the questionnaires, *Likert Scale* was used. The *Likert Scale* was used to quantify the students' opinion and response through the questionnaires. Scoring of the data uses the formula as follows.

- 1 = SS, if the students felt very happy toward the actions
- 2 = S, if the students felt happy toward the actions
- 3 = KS, if the students felt less happy toward the actions
- 4 = TS, if the students felt not happy toward the actions

The data were analyzed by calculating the mean score of the data using the formula proposed by Suharto (2008: 14) as follows.

$$Mn = \frac{X}{N}$$

Note:

Mn = Mean score

X = collected scores

N = Number of cases/scores

After calculating the mean scores (Mn) of the data, the researcher converted those scores into descriptive analysis using the action evaluation scale. The range of the data was used to determine the interval and categories and was calculated using the following formula proposed by Suharto (2008: 15).

$$R = \frac{Xh - Xl}{4}$$

Note:

R = Range

Xh = The highest score

Xl = The lowest score

4 = Range of the *Likert Scale*

This was done to know the students' responses that determined whether the actions were successful or not. The criteria are as follow:

Table 2. The Actions Evaluation Scale

No.	Interval	Category
1.	$1.00 < X \leq 1.75$	Poor
2.	$1.76 < X \leq 2.50$	Fair
3.	$2.60 < X \leq 3.25$	Good
4.	$3.26 < X \leq 4.00$	Very Good

The students' feeling and responses toward the actions implemented indicated whether the actions were successful or not. The actions implemented in Cycle 1 and 2 were deemed successful if the students' responds toward the actions were good and the mean scores of the questionnaires were more than 2.60 and less than or as high as 3.25.

4. Students' Listening Tests

The quantitative data were also gained from calculating students' listening scores. Before the actions were implemented, the scores were gained by administering pre-test in the form of listening comprehension test. In order to measure students' listening comprehension on the topic introduced and to check the students' listening improvement, listening tests were administered by the end of every meeting. The result of pre-test and students' listening scores of every meeting were collected and compared to show the improvement of the students' achievement.

E. Validity

In order to fulfill the needs of validity of the research, five criteria proposed by Anderson *et al.* in Burns (1999:161) were employed. Those were democratic validity, result validity, process validity, catalytic validity and dialogic validity.

1. Democratic Validity

Democratic validity is related to the stakeholders' chance to be given opportunities to say their opinions, ideas, advice and comments about the

implication of the actions implemented. The democratic validity was fulfilled by having discussion with the members of the research including the English teacher, the headmaster, and the observer. During the discussion they were given plenty opportunity to give their ideas, comments and suggestion toward the research. The first discussion was conducted on 28th June and 5th July, 2013.

2. Outcome Validity

Outcome Validity is utilized to measure whether the actions implemented are successful or not. In order to meet the outcome validity, some indicators show the students improvement in listening are formulated together. The followings are the indicators showing the improvements.

- 1) The activities were more various
- 2) The students had willingness to involve themselves in the classroom activities
- 3) The students got ample English language input and model
- 4) The students had better understanding in using classroom English
- 5) The students understood and responded to the teacher's instructions

3. Process Validity

Process validity is related to dependability and competency of the research. It is used to validate the data by observing the teaching and learning process during the implementation of the actions. In order to avoid

subjectivity, triangulation was used. The process validity was fulfilled by reflecting on the data collection and modifying the strategies to answer questions that occurred during the process. To fulfill it some modifications during the research were done.

4. Catalytic validity

Catalytic validity is related to how the stakeholders respond to the changes occurring. To establish the catalytic validity, the understanding about the social context was deepened. The students' low listening skill was found as the main problem, yet there were other problems, those are the minimum use of classroom language and the absence of interesting media and activities. In order to find the problem solving, the research members agreed to implement Total Physical Response as the main activity, use classroom English as effective as possible and use a range of media and activities.

5. Dialogic Validity

Dialogic validity was gained by giving genuine data in the form of interview recordings, pictures, interview transcripts and field notes. Dialogic validity was also fulfilled by discussing the research findings with the collaborators and some lecturers and some students of English Education Department of State University of Yogyakarta on 2nd September 2013.

During the discussion they were asked to give their opinion and critics about the research report.

F. Reliability

Three kinds of triangulation proposed by Burns (1999:163) were used to check the trustworthiness of the research. The first triangulation is time triangulation that was used in the research because the data were collected over a period of time from August to October 2013. Second is investigator triangulation that was used because there were two observers during the implementation of the research. Investigator triangulation was used to avoid a bias observation in the research. Third is theoretical triangulation that was used to analyze the data from more than one perspective of theoretical review. The theories from some experts taken from some books were reviewed.

G. Research Data Analysis

To analyze the data from the field notes and the interview transcripts, five steps proposed by Burns (1999:156-160) were used. The steps are assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

1. Assembling the data

The first step in analyzing the data was assembling the data collected during a period of the research. This step enabled the researcher to gain broad pattern that could be compared and contrasted to see what fits

together. The data were gathered in the form of field notes, interview transcript and students' scores.

2. Coding the data

In order to reduce the large amount of the collected data, coding the data was employed. The data were reduced into more manageable categories that allowed the researcher to analyze the data easier.

3. Comparing the data

After the data were categorized, they were compared by identifying the relationship and connections among the different sources of data. It facilitated the researcher to describe and display the data rather than to interpret and explain them.

4. Building interpretations

Building interpretations of the data was used to make sense of the data by articulating, underlying concept and developing theories about why particular patterns of behaviours, interactions or attitudes emerged.

5. Reporting the outcomes

The major process of the research, research findings and outcomes were reported and completed with examples from the data. The findings were also completed with the quantitative data that were in the form of students' listening scores. The scores were taken from students' pre-test and post-test. The mean scores of the pre-test and post-test were compared. The improvement

of the students' listening skill was indicated by the improvement of the mean scores of the post-test.

H. Research Procedure

The research was done in two cycles that consisted of a series of activities, those were determining the thematic concern- reconnaissance, planning, action and observation, and reflecting.

1. Determining the thematic concern- reconnaissance

The information about the real situation of the teaching and learning process was obtained through reconnaissance steps. During the reconnaissance, some observations and interviews were conducted on 28th June and 5th July 2013 with the headmaster, the English teacher and the collaborator. Based on the observation, the existing problems were classified. The thematic problem was the students' low listening skill. The thematic problem could not be set aside from other existing problems including:

- a) The teaching and learning materials were mainly taken from LKS,
- b) There was no various activities used,
- c) Classroom English was not used,
- d) The students had less opportunity to listen,
- e) The students did not respond to the teacher's instructions, and
- f) The students lost their attention easily

2. Planning

Based on the discussion with the collaborator, English teacher and the headmaster, some plans to be implemented in the action research were decided. Total Physical Response that was considered effective to improve the students' listening skill was selected. The followings are the actions planned to be carried out during the research.

- a) Implementing TPR activities
- b) Using classroom English as effective as possible
- c) Implementing media such as pictures and pupets
- d) Using songs and games

3. Action and observation

The plans designed and agreed by the research members were implemented in two cycles that consisted of two and three meetings respectively. Each meeting was conducted on Tuesday every week from 09.30 am to 10.40 am. The topics introduced in the teaching and learning process were decided by the researcher and the English teacher. During the action, the teaching and learning process along with the students' responses were observed and recorded. After the teaching and learning process, some students were interviewed to find out the responses of the students.

Based on the results of the observations, interviews and students' listening tests, the members of the research discussed the actions had been

implemented. During the discussion, the actions were evaluated to improve the next actions.

4. Reflection

The reflection was held immediately after implementing the actions. All of the research members were all involved to make a reflection. The unsuccessful actions were modified and revised into better actions and the successful actions were continued to be implemented in the upcoming teaching and learning process.

CHAPTER IV

THE RESEARCH PROCESS, FINDING AND INTERPRETATION

A. Reconnaissance

1. The identification of the problem

As mentioned in the previous chapter, the research is classroom action research with the objective to improve the third grade students' listening skills at SD N Gambiranom. In order to achieve the goal and to support the teaching learning process, TPR technique and English classroom language were implemented along with songs, games and media.

Before conducting the research, the researcher conducted an observation of the English teaching and learning process on 23rd July 2013. Some interviews with the students and research team members were also conducted on 28th June and 25th July 2013 in order to have their opinions concerning the weaknesses, limitations and their suggestions related to the English teaching and learning process.

From the observation, it could be seen that the teaching and learning process of listening did not run smoothly. It was emphasized on translation method. The students did not fully pay attention to the teacher's explanations and easily lost their attention. The students were not given rich English exposure since the classroom English was not effectively used. The classroom interaction was done in Indonesian and Javanese language.

The situation of English teaching and learning process is recorded in the field note below.

Field Note 1
Classroom Observation
Tuesday, 23rd July 2013

On Tuesday morning, 23 July 2013, Miss Chindra came to the class at 09.00. Entering the classroom, she saw **the children were still talking to their friends**. She then asked the students to pray together. Together they said “Before we study, let’s pray together. Begin.” After praying, the students greeted the teacher together. Then the teacher replied their greeting.

Some of the children were still busy with their own activities, especially those who sat in the rear row. The teacher then checked on the students’ readiness and made sure that all students had had their own books and stationeries. The teacher rose and wrote the agreement to be agreed by the students during the lesson. Coincidentally, the boardmarker was running out of ink and she went to the office to bring a new one. As the teacher went out of the class, the students started making noise again.

After a few minutes, the teacher entered the room while the students were still making noises. She continued writing the agreement. **The children then copied what had been written by the teacher while chatting to their friends.** The teacher waited for the students to finish writing the rules. After a while, **the teacher explained the rules clearly to the children in Indonesian.**

Then, the teacher directed the students to the main topic of the meeting “sekarang buka clever book (instead of saying /klev.ə r / she said kliver). At the meantime, the teacher did not walk around the class to check whether the students brought their course books or not. She wrote something on the whiteboard: Lesson 1. Occupation. Some students read the words aloud with wrong pronunciation and asked “artinya apa Miss?” then, the teacher explained “Bab 1. Pekerjaan. Apa saja yang kalian tahu tentang pekerjaan?” some students stood and raised their hands and answered the question. Unfortunately the teacher just pointed to a few students who sat in the front row to answer while the other did not have a chance to participate. **The rest of the children were not interested in the activity and kept talking to the others and even playing with their toys.** Then, the teacher stated what they were going to do during the lesson.

The teacher then wrote the names of some occupations already mentioned by the students in the whiteboard and added some others. After writing the words, the teacher asked the students to do a task. **The teacher gave the instruction in Indonesian “sekarang kalian harus mengartikan nama-nama pekerjaan itu**

Continue at the next page

dalam bahasa inggris, nanti kalau yang bisa maju dan ditulis di papan tulis.” **Some students had been starting doing the task but the others were chatting with their friends about another topic outside the task.**

About five minutes later, the teacher looked around the first and the third rows of the class to supervise the students in doing the task. **After a while, she asked the children to come forward and answer the task in Indonesian** “ayo, siapa yang berani maju, tunjuk jari.” **The students remained passive and did not respond to the teacher.** Then, the teacher asked some students to come forward in Indonesian “Ayo, kamu Juna. Ayo siapa yang belum maju? Nomor 13 dan 14 siapa?”.

When the task was completed, the students together with the students corrected it. She pronounced word by word and asked the students to repeat after her. After correcting the task, the teacher asked the students to say the words aloud together. The students read words by words slowly, yet **some children in the rear row were not actively involved in the activity.**

In the end of the lesson, the teacher gave some homework for the students. She explained how to do the homework in Indonesian. She asked the students to write down a list of occupation along with their equivalence in Indonesia. In the next meeting, **the children had to memorize the words and the meaning as the production.** For the last few minutes, the teacher reviewed what they were doing during the lesson in Indonesian.

Before the class was ended, the teacher led the closing prayer “before we go, let’s pray together, begin..... enough.” The students greeted the teacher before leaving the classroom.

To have deeper information about the listening teaching and learning process, the researcher also interviewed the English teacher. The interview is recorded in the following interview transcript that shows the problems related to listening teaching and learning process.

Interview Transcript 2 (with the English teacher)

Tuesday, 2nd July 2013

R : *Kalau listening, mendengarkan bagaimana bu? (How listening skill is taught ma’am?)*

C : *Kalau listening itu saya tidak pakai media-media mbak, tidak pakai musik. (I don’t use media and song in teaching listening Miss.)*

R : *Berarti listeningnya membaca, mendengarkan ibu guru, terus menghafal bu? (so the students only read, listen to you and memorize the new words?)*

Continue at the next page

- C : *Iya mbak.*(Yes miss.)
 R : *Buku acuannya apa aja bu?*(**What book do you use as the reference?**)
 C : *Tadi itu mbak, Cuma Clever Book.* (**As I mentioned before, just Clever Book**)
 R : *Terus motivasi siswa di dalam kelas gimana bu?* (So, how's the students' motivation during the lesson?)
 C : *Kalau kelas 2-3 rame mbak tapi ya masih bisa dikendalikan.* (**Grade 2 and 3 always make a lot of noise miss but I can handle it.**)

From the interview transcript above, it can be seen that there were no various activities implemented. The listening process was done through reading and memorizing the new words in the course book. Additionally, there was also no media implemented during the teaching and learning process.

In order to identify the field problems, the students of grade III B were also interviewed. The result from the interview is described below.

Interview Transcript 4 (with the students)

Tuesday, 23rd July 2013

- R : *Seneng pelajaran bahasa inggris ga?* (Do you like English?)
 S1 : *Seneng.* (Yes, I like)
 R : *Kenapa?* (Why?)
 S1 : *Gampang.* (It's easy.)
 R : *Wah, hebat. Kalau di kelas seringnya ngapain pelajarannya?*(**Wow, that's great. What do you do during English lesson?**)
 S1 : *Menulis.* (**Writing.**)
 R : *O, kalau kamu suka nyanyi sama main-main gitu ga?*(**I see, do you like singing songs and playing?**)
 S1 : *Suka maen aku.* (**Yes, I love playing.**)
 R : *Kalau di kelas ga pernah nyanyi dan maen? Cuma nulis?*(**So, you never singing and playing games? just writing?**)
 S1 : *Iya, kalau pas kelas satu sering, sama miss yang dulu. Kalau sekarang menulis dan menghafal.* (**Yes, we used to do so with the former English teacher. Now, just writing and memorizing.**)
 R : *Mm... kalau pelajaran bahasa Inggris mudeng ga?* (**Mm... Do you understand the materials given?**)
 S1 : *Mudeng sedikit.* (**I understand, a little.**)

Interview Transcript 5 (with the students)

Tuesday, 23rd July 2013

R : *O iya, kalian sering nyanyi- nyanyi gitu ga di kelas?*(**Anyway, do you sing or play quite often in the classroom?**)

S3 : *Enggak miss.* (**No Miss.**)

S2 : *Iya miss, tapi dulu kalau sama miss yang dulu.* (**Yes Miss, but it was then with the former English teacher.**)

R : *Seringnya nyanyi apa?* (What song did you usually sing?)

S2 : *Ah udah lupa miss.* (Ah, I've already forgotten Miss.)

R : *O gitu. Kalau sama miss cindra sering nyanyi atau bermain game ga?* (**O well, do you usually sing a song or playing game with Miss Chindra?**)

S2, S3 : *Enggak miss, sukanya nulis kalau sama miss chindra.* (**No we don't Miss, we just write in the classroom with Miss Chindra.**)

The little exposure to English language during the teaching and learning process was also spotted in the interview with a student below.

Interview Transcript 5 (with the students)

Tuesday, 23rd July 2013

R : *Rara, kalau di kelas bu guru sering ngomong bahasa Inggris ga?*(**Rara, does your teacher speak in English frequently?**)

S2 : *Enggak.* (**No**)

R : *Terus seringnya menerangkan pakai bahasa Indonesia?*(**So, She explains the materials in Indonesian?**)

S2 : *Campur-campur. Indonesia bisa, bahasa jawa gitu miss. Miss ika ga bisa bahasa jawa ya?*(**Mixed, Indonesian and Javanese. Can you speak Javanese?**)

R : *Bisa dong Rara.* (Sure I can Rara.)

Before implementing the actions, the researcher administered a pre-test in the form of a listening comprehension test. The classroom average score of the pre-test was below 8.00 as the KKM (*Kriteria Ketuntasan Minimal*). There were ten students out of thirty one who got 7, two students got 6 and four students got less than 5 to 5

in their pre-test. It means that their listening skill was still needed to improve, so that all students could at least achieve average score.

Table 3. The Students Pre-test Score

Scores	Categories	Frequency	Percentage (%)
9.0-10.0	Excellent	6	19.34
8.0-8.9	Good	9	29.03
7.0-7.9	Fair	10	32.25
6.0-6.9	Below Average	2	6.45
<5.0-5.9	Poor	4	12.90
Total		31	100
Mean score		7.451613	-
Under KKM		16	51.60

Based on the observations, interviews and pre-test scores the researcher along with the English teacher discussed the problems that occurred in the listening teaching and learning process. The problem was related to the activity in which there were no various activities implemented, the lack of learning sources, media and facilities and classroom English that was not prompted. Another problem was also related to the technique used during the teaching and learning process in which the students were demanded to translate and memorize words and their meanings. As the consequences of those problems, the students did not have willingness to join the

classroom activities. They also did not respond to the teacher's instruction and did not get enough English language input and model that resulted in their low listening skill.

The field problems found in the teaching and learning process were listed and categorized into some aspects as described in the following table.

Table 4. The English Teaching and Learning Process Concerning the Listening Skill of Grade 3 Of SD N Gambiranom

No	Aspects	Problems
1.	The activities	There were no various activities implemented during the listening teaching and learning process. The listening teaching and learning process was carried out mainly through translating, reading and memorizing the new words.
2.	The learning sources and media	The teacher and LKS or course book were the only sources for learning. The facilities used during the teaching and learning process were limited. There was no technological equipment such as computer, LCD, OHP and other equipment. There was no appropriate media for teaching students such as pictures, puppets or flash card.
3.	The technique	The technique used in teaching listening to students was done through translation method in which the students were asked to translate and memorize the words and their equivalences in English. The students did not get much English exposure and ample listening practice.
4.	Classroom interaction	The classroom interaction did not run well since the students did not respond to the teacher's instructions well. The interaction in the classroom were carried out mostly in Indonesian and Javanese language.
5.	Classroom English	Classroom English was rarely prompted that the teacher and students only spoke in English when saying the opening and closing prayer.
6.	The students' involvement	The students were not fully engaged in every classroom activities and lost their attention easily.

2. Weighing of the problems based on the urgency level

After the problems were identified, weighing of the problems based on the urgency level was done. The research members worked collaboratively in order to categorize and weight problems based on the urgency level. The most urgent problems need to be identified and solved soon since they influenced other problems. If those problems were minimized, the listening skills were expected to increase. Those problems are as follows.

Table 5. The Problems of Urgency Level in the English Teaching and Learning Process Concerning the Listening Skill of Grade 3 of SD N Gambiranom

No	Problems
1	No various activities were implemented during the listening teaching and learning process.
2	The teacher and LKS or course book were the only sources for learning.
3	Classroom English was not effectively used.
4	The students had less opportunity to listen.
5	The students' listening skill was low.
6	The teaching and learning process was focused on written skills.
7	The students' involvement was low.
8	The students did not respond to the teacher's instructions.
9	Teaching listening skill was often neglected.
10	The students lost their attention easily.

3. Selection of the problems based on the feasibility to solve

The research team members selected the field problems based on the feasibility of the problems to be solved. The research team members selected the most solvable problems in the teaching and learning process. Those problems are presented in the table below.

Table 6. The Most Feasible Problems to be Solved in the English Teaching and Learning Process Concerning the Listening Skill of Grade 3 Students of SD N Gambiranom

No	Problems
1	No various activities were implemented during the listening teaching and learning process.
2	The teacher and LKS or course book were the only sources for learning.
3	Classroom English was not used.
4	The students had less opportunity to listen.
5	The students did not respond to the teacher's instructions.
6	The students lost their attention easily.

4. Determining Actions to Solve the Feasible Problems

After discussing the problems to be solved, the researcher and the members tried to find the most effective problem solving by considering the limited time, energy and fund. The researcher and the members considered some actions that were deemed effective to solve the problems as follows.

- 1) Implementing Total Physical Response technique to teach listening as the main activity
- 2) Using classroom English
- 3) Using games and songs to support the teaching and learning process
- 4) Using media

Total Physical Response (TPR) was used as the main activity since it was believed that students would enjoy listening to English through doing physical actions and active movements. By implementing TPR, the students' involvements

would be increased while their anxiety would be reduced. TPR was implemented in every meeting of the research.

In order to enrich the students' exposure to English language and support their listening, English classroom language was also used as effective as possible. Some expressions to greet the students, open the class, take a roll, give instructions, praying and so forth were implemented during the English teaching and learning process. By using classroom English as much as possible, the students could learn how to use English in functional situations.

The researcher as the English teacher during the research also made use of other activities like games and songs. Songs were used in the beginning of the class as the warming up to arouse the students' motivations and in the end of the lesson as a routine. Songs were also used to introduce the students to the theme or new words they were going to learn. Games were used as the supports for the main activity to renew the students' energy and improve their attention. Some games used during the English teaching and learning process were "throw the ball" and "Simon says" games.

To get the students involved in the teaching and learning activities, the researcher also made use of media especially pictures, puppets and realia. Media could gain the students' attention easily and maintain their interest during the lesson. By using media, it was also much easier for the students to understand explanations and examples.

The feasible field problems to be solved found during the teaching and learning process and the solutions to be carried out in Cycle 1 are described in the following table.

Table 7. The Solvable Field Problems and the Solutions

No	Problems	Solutions
1.	No various activities were implemented during the listening teaching and learning process.	<ul style="list-style-type: none"> - Implementing TPR based activity - Using Classroom English effectively during the teaching and learning process
2.	Classroom English was not effectively used.	
3.	The students had less opportunity to listen.	
4.	The students did not respond to the teacher's instructions.	
5.	The teacher and LKS or course book were the only sources for learning.	<ul style="list-style-type: none"> - Using songs and games - Using media (pictures, posters, map and paper dolls)
6.	The students lost their attention easily.	

B. Report of Cycle 1

1. Planning

The implementation of the actions of Cycle 1 was conducted in three meetings. The first meeting was held on 23rd of July 2013, the second meeting was conducted on 10th September 2013 while the third meeting was on 17th September 2013. The plans to be carried out in Cycle 1 to solve the field problems were

formulated in a course grid. The theme based syllabus was made through the discussion with the advisor and English teacher. As suggested by Scott and Ytreberg (1990:84) using theme- based syllabus, the students could relate the new words, language functions and the situations with a certain topic being introduced in a lesson. The researcher and the English teacher worked collaboratively to determine the topic or theme, materials, language functions, method, activities and the learning source and media would be carried out in the first cycle. The content of the course grid is briefly presented in the table below while the complete course grid can be seen in Appendix A.

Table 8. The Format of the Course Grid of Cycle 1

No	Theme	Learning Materials			Cycle	Action	TPR Activities	TPR Purpose	Learning Source and Media
		Language Function	Vocabulary	Grammar					

Parts of body, Around the school and Stationery were the determined topics to be implemented in the first cycle. Those topics were chosen because of the students' familiarity toward the topics. After the topics were already determined, one language function that was *Responding simple instructions through physical actions* was selected as the material to be taught during the three meetings in Cycle 1. The method to be implemented was TPR. Based on Asher's idea of conducting TPR, as it stated on Ricards and Rogers (1999:95) there were four steps to be implemented in the teaching and learning process, those were review, new commands, role reversal and reading and writing. Aside of implementing TPR based activity, games and singing

songs were used in the first cycle as well. Pictures, a poster and maps were also utilized during the first cycle. The students' performance was assessed through TPR method and listening comprehension tests.

Afterwards, the course grid was consulted to the advisor to be revised into better one and developed into lesson plans. The lesson plans that can be seen in Appendix B contained detailed listening teaching and learning procedures to be carried out in Cycle 1. Both course grid and lesson plan were used as the base or guidance to conduct the teaching and learning process.

Parts of body was considered as the topic of the first meeting of Cycle 1. the goal of the meeting was that the students will be able to respond to instructions through physical actions correctly. The actions that were implemented during the first meeting are as follows.

- 1) Using *Hello* song as the opening song and warm up activity to arouse the students' motivation
- 2) Implementing TPR to teach listening to the students
- 3) Using *Hokey Pokey* song to introduce the students with the vocabulary of parts of body
- 4) Using *Simon says* game as a chance for students to practice giving and responding to instructions
- 5) Using a poster to attract students' attention
- 6) Using classroom English before, whilst and after teaching to accustom the students with English language

In the second meeting, the topic was *Around my school* with responding to instructions through physical actions as the language function. Since the topic was different, some aspects of the actions implemented were also different from the previous meeting.

- 1) Using *Hello* song as the opening song and warm up activity to arouse students' motivation
- 2) Implementing TPR to teach listening to the students
- 3) Using *Simon says* game as a chance for students to practice giving and responding to instructions
- 4) Using map to attract students' attention
- 5) Using classroom English before, whilst and after teaching to accustom the students with English language

Stationery was chosen to be taught in the last meeting of the first cycle. In meeting three, the same goal was still set with some actions implemented as follows.

- 1) Using *Hello* song as the opening song and warm up activity to arouse students' motivation
- 2) Implementing TPR to teach listening to the students
- 3) Using *School, school, school* song to introduce the students with the name of stationery
- 4) Using *Simon says* game as a chance for students to practice giving and responding to instructions

- 5) Using pictures to attract students' attention
- 6) Using classroom English before, whilst and after teaching to accustom the students with English language

2. Actions and Observations

The actions consisted of three meetings done on August 2, September 3 and September 10 2013. The actions described in the previous sub chapter were implemented in every meeting.

1) Meeting 1

The first meeting of cycle one was held on Tuesday, 27 August 2013 started from 09.30 – 10.40. During the lesson, classroom English was used intensively to open the lesson, explain the materials, give examples and instructions and close the lesson. Classroom English was used only in the form of simple sentences so that the students understood and got used to the language easily. The following field note showed the use of classroom English in the opening part of the first meeting.

Field Note 2

27th August 2013

I entered the room and they were still playing around and making noise. I tried to gather their attention by greeted them in English “Good morning kids” They answered my greeting less enthusiastically. I repeated my greeting and they answered loudly “Good morning miss ika...”. Then I asked “How are you today?” together they replied “I am fine and you?” and I replayed “I am great today, thanks.” I guided them to pray in English. Together with me, the students said “ before we start our lesson, let’s pray together. Shall we.... Thank you.” Most of the students were confused and I repeated the sentences for several times. After that I checked the attendance in English by saying “Who’s absent today?”. The students kept silent. Then I repeat the word “absent” and asked again “Who’s absent today?”. Some of them answered that one student was absent today because she was sick “Yang absen maharani miss.” “sakit miss, sakit...”.

The students could respond to the researcher's greeting well but they seemed a little bit confused when the researcher led the prayer using English. Thus, the researcher asked them to listen and repeat the prayer after the researcher for several times. When the researcher checked the students' attendance, at first they kept silent. However, when the researcher repeated the question for several times and stressed the word "absent", soon they understood what the researcher was asking about. Some of them answered that Maharani was absent because she was sick.

Right before introducing the main activity, the researcher sang *Hello* song. She asked the students to stand up and sing along the song. At first the students could sing and dance very well and laughed at each other. However, after had been encouraged and practicing for several times, the students were able to sing and dance together. The song was effective to renew students' energy and motivation before they were ready to study.

The new topic of the meeting then was introduced by the researcher through asking probing questions. In giving probing question, the researcher also used classroom English. The students were curious and interested in the use of classroom English. It could be seen from their responses to the researcher's instructions.

Field Note 2

27th August 2013

Afterward, I introduced the topic of the meeting and asked probing question. I said "Today we will study about body. Body. You know body? This is head and it is a part of our body." Then, the students enthusiastically answered "Tubuh... tubuh... tubuuuuh..."

In order to introduce some vocabularies related to the topic, *Hokey pokey* song was also used. Then, the researcher asked the students what parts of body vocabulary they heard from the song. The students were interested in the song; they asked to play the song for several times. Some of the students answered the researcher's question by mentioning parts of body. The researcher gave positive feedback immediately and reinforced the students' vocabularies by giving explanation as described in the field note below.

Field Note 2

27th August 2013

Next, students together with me sang *Hokey pokey* song. The students together with me sang and performed the actions. They did not yet know by heart the lyric of the song, but after practicing for several times, they could perform the actions well. they were interested in the song and asked me to play the song again. I asked what parts of body they heard and I encouraged them and gradually introduced parts of body using the posters. After that, I asked the students to listen and repeat after me. I mentioned one by one the parts of body while touching them “ (touching head) head, (touching ears) ears, etc.” I asked them to listen and watch me for several times.

In explaining, the researcher also made use of poster. Using the poster, the students were asked to do *Listen and attach* activity. They seemed excited when the researcher showed them the poster. It was effective enough as the attention grabber.

Field Note 2

27th August 2013

They were excited when I showed them the poster “Miss, gambarnya buat aku ya nanti?” “Miss aku aja miss...”. After that, I asked the students to listen and repeat after me. I mentioned one by one the parts of body while touching them “ (touching head) head, (touching ears) ears, etc.” I asked them to listen and watch me for several times.

To consolidate the new vocabularies the students got, the students were asked to touch parts of their body and say the corresponding name. In this stage, the researcher gave the instructions and guidance to the students and also drills how to pronounce the words correctly. In the new commands phase, the researcher introduced some new instructions. After watching the researcher performing the actions for several times, the students were given ample opportunity to have practice by doing Listen and Do activity. The researcher guided the students while they were practicing, observed their performances and made some corrections. The students laughed at each other while performing the actions. They seemed enjoying it.

After making sure that all the students could carry out the instructions correctly, the researcher moved to the Role Reversal stage. She wrote the instructions, read and acted them out. Then, together with the researcher, the students pronounced the instructions and performed the actions. Next, the students were asked to pronounce the instructions and perform the actions themselves, while the researcher corrected any mistakes the students made. As the practice, *Simon says* game was implemented.

However, when playing the game, some students seemed still confused and did not respond to the instructions. It was caused by the unclear instruction and rules the researcher explained, so some students did not know how to play and do during the game. Then the researcher asked them to play the *Simon says* game in group, in which each group, in turn, were given chances to give the instructions to the other groups. Most students were shy to give instructions but they had willingness to do so.

Together with the researcher, some students tried to give instructions to their friends. A student refused to act out the instructions because of feeling afraid of making mistakes and shy. The researcher asked him to stand up everywhere he felt comfortable and he could carry out the actions very well.

When doing *Listen and Do* activity, some students were able to carry out the actions very well but a few of them took longer time to respond and carry out the instructions. When the researcher assessed some students in front of the class, she found difficulty related to the classroom management. Most students in the back were making noises instead of watching their friends performing the actions in front of the class.

In Reading and Writing stage, the researcher wrote words of parts of body, read them and asked them to repeat after her. To assess the students' comprehension, the researcher asked them to do some listening comprehension activities. Five minutes before the time was up, the researcher made some reflections.

Field Note 2

27th August 2013

I asked what they had learnt today and they answered by mentioning parts of body "Are you happy today?" "Yes, happy." "Ok, good, today we learn about what? We study about..." "Body..." "Yes body, apa saja?" "Head..." "Hand..." "Eye..." .

2) Meeting 2

The topic implemented in the second meeting was *Around the school*. The same language function was still implemented in the second meeting. Other actions

implemented in the meeting were using Total Physical Response based activity, classroom English, Simon says game and map as the media.

First, classroom English was used to greet, pray and check the students' attendance. The students replied the researcher's greeting fluently. They also gradually memorized the sentence to pray that they could say the prayer more smoothly. When the researcher checked the students' attendance, they immediately answered. In order to attract the students' attention and to arouse the students' motivation, the students were asked to sing *Hello* song. Some of them were enthusiastic but a few students did not want to be involved in the activity. However, after watching their friends singing and dancing, the less active students gradually sang and dance as well. The description of the opening stage is described below.

Field Note 3

3rd September 2013

I started the lesson by greet them. They replayed my greeting vigorously. As the previous meeting, we said the prayer in English. They could say it more fluently compared to that of the previous week. I took a role by asking "Who's absent today" and they immediately answered that there was a student absent today "Ga adaa...". After that, we sang Hello song. They could sing Hello song and dance very well and they had already memorized the lyrics of the song. However, some of them were still shy that at first they did not want to join the other in singing and dancing. Yet, after I encouraged them and after watching the other dancing and singing, they had willingness to join in the activity.

In the second meeting, the researcher also continued using classroom English to give the presentation. To make the students understand the explanation, she repeated the sentences and stressed some important words. After reviewing the previous material about parts of body, the teacher stated what would be learnt and the

goal of the lesson. She introduced the new topic about School by asking probing questions. Most students answered the researcher's question loudly that the classroom soon became noisy. The description of the teaching and learning process is described in the following field note.

Field Note 3

3rd September 2013

I reviewed the previous materials about clothes. Then, I showed them their school map and I asked them what rooms could be found. I said "What room? room. I found library here and what else?" They enthusiastically answered. They were too enthusiast that the class became very noisy. I said that everyone who wanted to say should raise her or his hand first, while the others should keep quiet "if you want to speak then raise your hand. Raise your hand, raise your hand and keep quiet."

The researcher gave feedback to the students' answer and reinforced students' new vocabularies. The researcher drilled the students' pronunciation by asking them to listen and repeat after her. She made use of school map as the media to introduce and explain the materials. The map was not effective enough to stir the students' attention since it was not colorful.

To introduce the students with giving direction language function, the researcher asked probing question and gave an example first. She made use of classroom English. However, the students did not quite understand that they could not answer the researcher's question. Thus, the researcher switched to Indonesian. Sometimes, the researcher also used both languages in giving explanation and example to reinforce the students' understanding.

Field Note 3**3rd September 2013**

I asked them probing questions and gave example first “How can I reach canteen from this room?”. I repeated the question but they kept silent, looking at each other. I repeated again and some of them said “Ha?” “ga ngerti miss.” Then I switched into Indonesian “kalau mau ke kantin dari kelas ini bagaimana?” and they answered in Indonesian “Lurus aja miss.” “lurus terus belok kiri.” “terus didepan library.” I responded to their answer by saying “oke, so jalan, walk terus lewati library, pass the library and belok kiri, turn left. Jadi pass the library and turn left. Lewati library dan belok kiri. So, to get canteen from here is pass the library and turn left. Pass the library, lewati library and turn left dan belok kiri.”

In teaching children directions, the researcher used realia and public signs as the media. The students liked the media very much, it was proven by the students’ reactions when they saw the media I brought. The researcher then gave a TPR presentation using the public signs as described in the following vignette.

Field Note 3**3rd September 2013**

I made use of public signs as the media for teaching them directions. I showed them the public signs and some students say loudly what it meant in Indonesian “itu apa... itu belok kiri” “one way traffic yang itu.” Then, I explained each functions of the public signs in English while performing the actions. I held turn left public sign and I said “turn left” while turning left and so forth.

In order to connect the function with the context, the researcher used some rooms’ realia that were placed on their table so that the classroom was set as if it was a school. In group, the students were asked to have some TPR practices (Listen and follow the instruction) with the researcher’s instructions using the public signs and school realia. During the practice, the students could move about around the classroom and they felt happy about it.

Afterwards, the researcher wrote the instructions, read them and asked the students to repeat after her. She asked the students to say the instructions and perform the actions in the same time to drill their pronunciations. Then, Simon says game was administered to provide the students with practices. The researcher explained the rules in how to play the game. Gradually, the students were getting used to the game. The researcher encouraged the students to give the instructions to the others. However, the students refused to give the instructions.

Field Note 3

3rd September 2013

I explained how to play the game more thoroughly. The students were gradually getting used to the game. Next, I made a kind of school map using some realia placed on their table. In pairs, I asked them to find a room from a certain room by listening to my instructions. I made sure that all students were able to carry out the instructions.

After having enough practice, the researcher assessed the students' performance. The students were asked to find a room from a certain room by listening to the researcher's instructions. In order to prevent other students from making any noise, the researcher gave them a task. They were asked to copy the map and draw a route in the school map and to write the directions. However, some students were still confused and they kept asking in how to do the task.

For the last five minutes, the researcher made some reflection by asking some questions in English. The students were getting used to the classroom English that they could immediately answered. The researcher previewed what they were going to

learn in the next meeting, asked the students to draw their school map as the homework and closed the lesson by praying.

3) Meeting 3

The actions carried out in the third meeting were using classroom English, implementing TPR based activity, using Hello song and *School, school, school* song, using *Simon says* game and using pictures as the media. The same language function was implemented with *Stationery* as the topic of the meeting.

The researcher started the lesson by greeting the students, saying opening Prayer and singing *Hello* song together with the students. In the third meeting, the students were already accustomed with the classroom English and the opening song used since they could replay the greeting and say the prayer well. The students' better understanding on the classroom English also could be seen when they immediately answered the researcher's question when checking student attendance. Additionally, the students also could sing *Hello* song effortlessly. The description of the opening stage is described as follows.

Field Note 4

10th September 2013

Today I taught the students materials about stationery with giving instruction as the language function. I start the lesson by greeted them, praying together and sang Hello song. After that I toke a role. As the previous meeting, I asked them "Who's absent today?" they immediately answered "Ga adaaa..." "Cinta miss." "Cinta absent today" "Ok, Cinta is absent today."

After reviewing previous materials about school, the researcher stated the goal of the lesson and the materials. First, *School, school, school* song was played for three

times. Next, the students were asked what words they heard from the song. Some students answered the researcher's question by mentioning the name of some stationery in chorus. The researcher responded to the students' answers positively and continued giving explanation using pictures. The researcher took the pictures one by one and mentioned the corresponding word gradually. Then, the researcher asked the students to listen and repeat after her. The students were excited when the pictures were showed.

Field Note 4

10th September 2013

Then I took the pictures and showed them. The students were excited and some of them said "Oo, stationery itu alat-alat belajar." "Iya lah, tadi kan ada pen sama book." I showed them the flashcard one by one while introducing the new words one after another. I asked them to listen and repeat after me.

In order to check the students' understanding and consolidate the words the students got, the researcher asked them to do *Listen and Attach*. Most of the students were having willingness to be involved in the activity. It was good for them that they were actively involving themselves in the classroom activity. However, the students were too energetic and too active that the classroom became noisy.

Field Note 4

10th September 2013

They seemed happy with the activity. All of them wanted to get an opportunity to attach the picture in the whiteboard they kept saying "Miss aku dulu miss..." "aku miss..." and made a lot of noise.

After giving models for the students, the researcher gave opportunities for the students to practice listen and do. The students were asked to follow some

instructions and in the end, they should draw a picture using the stationery. They looked happy when doing so since they could experience a hands-on activity with a picture as the product.

Just the same as the previous meeting, *Simon Says* game was administered. Some students volunteered themselves to give the instructions but most of the students refused to act as the instructors. Next, the researcher wrote the name of the stationeries, read them and asked the students to repeat after her. She gave the students some minutes to copy the written words. After that, Listen and Draw activity was administered to check the students' comprehension. The researcher ended the lesson by making reflections and praying. The students had already familiar with the expression used for leave taking, so that the researcher added some new expression.

3. Reflection

After conducting the actions in the first cycle of the research, the researcher as the English teacher during the implementation of the actions did some reflections to fulfill the democratic and dialogic validity. It was done based on the observations of the teaching and learning process, comments from the English teacher and the researcher's friend from English Department Education as the observers and the students' opinions and comments toward the teaching and learning process. Every party was given opportunities to give the comments, opinions, and ideas to improve the next cycles. The results are described as follows.

a. Using Classroom English during the Teaching and Learning Process

English was used in every classroom activities in Cycle 1 before, whilst and after the lesson. The classroom English used was in the form of simple sentences. The classroom English was effective to gather students' attention since they were curious when the researcher spoke in English language. The classroom English could provide the students with rich model and ample listening input. It could be seen from the students' responses toward the teacher's instructions and questions. Although the students did not fully use English language in answering the questions, they were gradually familiar with English language. They also had better understanding on the use of some daily expressions.

Field Note 4

10th September 2013

Today I taught the students materials about stationery with giving instruction as the language function. I start the lesson by greeted them, praying together and sang Hello song. After that I took a role. As the previous meeting, I asked them "Who's absent today?" they immediately answered "Ga adaaa..." "Cinta miss." "Cinta absent today" "Ok, Cinta is absent today."

However, the use of Classroom English was not always understood by the students. This situation occurred because the sentence used by the researcher contained some new words for the students. The students' difficulty in understanding classroom language used by the researcher can be seen in the following Field note and interview transcript. In order to overcome the problem and to enhance the students' understanding, the researcher used gestures and sometimes switched to Indonesian or even Javanese.

Field Note 3**3rd September 2013**

To introduce the students with giving direction function, I asked them probing questions and give example first “How can I reach canteen from this room?”. I repeated the question but they kept silent, looking at each other. I repeated again and some of them said “Ha?” “ga ngerti miss.” Then I switched into Indonesia “kalau mau ke kantin dari kelas ini bagaimana?” and they answered in Indonesian “Lurus aja miss.” “lurus terus belok kiri.” “terus didepan library.”

Interview Transcript 12**3rd September 2013**

R : *Tadi pas Miss ngomong pake bahasa inggris ngerti ga?* (**Did you understand when I speak in English?**)

S5 : *Sedikit ngerti. Kalau pake inggris terus ga dong kalau diterangin. (I did, a little. When you spoke in English all the time, sometimes I did not get the point.)*

The English teacher and the advisor suggested the researcher to only use simple and familiar words to be introduced to the students. It was also suggested to stress and repeat any important words such as the action verbs. Instead of translating to Indonesian the researcher was suggested to use gestures or give simple illustration. The use of media was also suggested to reinforce students’ understanding toward the researcher’s explanation.

b. Using Song and Games during the Teaching and Learning Process

The game used in Cycle 1 was *Simon says* game. The game was implemented to provide the students with ample practice both in giving instruction and responding to instructions during the Role reversal stage. In the first and second meeting, the implementation of game was not quite successful. Some students were confused in how to do the game. It was caused by the unclear and fast instructions delivered by

the researcher. This problem was exemplified on the following field note and interview transcript.

Interview Transcript 8

27th August 2013

R : *Kalau game nya gimana suka ga?Mudeng kan?(How's the game? Did you like it? You understood how to play the game, did not you?)*

S1 : *Mm.... mudeng miss tapi bingung juga. (Mm... yes I understood but a little bit confused.)*

R : *Bingung gimana? Kan gampang. (Why were you confused? It was easy. was not it?)*

S1 : *Iyaa... itu gimana... (Yes... How...)*

R : *O, peraturannya ya, cara mainnya gimana gitu?(O, the rules? The way you played it?)*

S1 : *Iya miss aku ga tau pertamanya. (Yes Miss, at first, I did not know (how to play the game.)*

Field Note 2

27th August 2013

As the practice, I also used *Simon says* game. However, when playing the game, some students seemed still confused and did not respond to the instructions. It was caused by the unclear instruction and rules I explained, so some students did not know how to play and do during the game.

Based on the English teacher's observation, the game was also not successfully implemented since the students did not respond to the researcher's instructions since they did not know what to do and how to do the game. The English teacher also added that the researcher's unclear explanation was the main cause of the problem. She suggested the researcher to give a clear explanation accompanied by example before asking the students to do a task or game. She also suggested that the rules or the instructions could be written on the board so that the students could read

them whenever they forgot the rules of the game. The discussion with the English teacher can be seen in the following interview transcript.

Interview transcript 7

27th August 2013

R : *Gimana miss tadi? (How's the teaching and learning process Miss?)*

C : *Ya sudah bagus sih mbak. Respon anak-anak juga bagus. Memang sekelas ada banyak anak, jadi sering gaduh. Ada baiknya kalau anak-anak jangan dibiarkan nganggur, harus selalu diberi tugas jadi mereka ga gaduh sendiri, mloya-mlayu kayak tadi. (You had done quite well. The students' responses were good. Indeed, there were many students in the classroom, so they made a lot of noise easily. It's better for you to not let them without a single task. They had to be given a task so that they did not make noise and run here and there like what they had done just now.)*

R : *Iya miss, saya tadi memang agak kualahan juga nanganin anak-anaknya. (Yes Miss, I had been a little bit overwhelmed in managing them.)*

C : *Terus, sebisa mungkin sebelum ngasih tugas anak-anak dikasih tau caranya. Bisa juga ditulis di papan tulis, jangan sampai papan tulis kosong. Atau dikasih contoh dulu. (Well, wherever possible, you have to tell the instructions first before you give the students a task. You can write them on the board. Don't left the board empty. Or you can give them an example first.)*

R : *O iya buk besok saya lebih jelas lagi ngasih instruksinya. Terus materinya gimana Miss? (Yes Miss, I will give the instructions more clearly then. What about the materials Miss?)*

C : *Pas sih buat anak-anak, tidak terlau sulit. (The materials were suitable for the kids. Not too difficult.)*

Although the use of game was not quite successfully implemented, the songs used during the teaching and learning process were successful to attract the students' attention and improve their involvement. *Hello* song implemented at the opening of the lesson as the everyday classroom routine was effective as the warming up to renew the students' energy. The song also contains some language expressions used in greeting someone. Through singing the song, the students learnt both how to greet

and respond to greeting. Additionally, the students also enjoyed singing the song. Since the song is simple, the students could easily memorize the lyric and the movements after practicing for several times.

Interview transcript 8

27th August 2013

R : *Kalau kamu suka nyanyinya ga? (Did you like singing the songs?)*

S1 : *Suka miss. (I liked it Miss.)*

Interview transcript 9

27th August 2013

R : *Kalau nyanyi-nyanyinya kalian suka ga? (Did you like singing the songs kids?)*

S2 : *Suka miss, aku suka nyanyi miss, dulu kelas 1 nyanyi juga sama miss yang satunya. (Yes Miss, I liked singing. We used to sing songs in the first grade with another teacher (the former English teacher).)*

The use of *Hokey pokey* and *School, school, school* songs in Cycle were also effective. The songs provide the opportunity for vocabulary practice. They are based on the themes or topics being introduced in the meetings and provide the context for vocabulary learning. The *Hokey pokey* song provides new vocabularies the students were going to learn when they studied Parts of body, while *School, school, school* song provides new vocabularies related to Stationery. Additionally, the songs arouse students' interest and attention that was effective to maintain students' motivation in learning.

c. Using Media during the Teaching and Learning Process

The media used in Cycle 1 were posters, map and pictures. Posters and pictures used in the first and third meetings were effective to attract the students' attention. They helped the students in understanding the researcher's explanation.

They were colorful and clear enough to be seen by the students in the last row. In addition they also kept the students' motivation so that they were willing to join in the classroom activity. It can be seen in the students' comments as follows.

Interview Transcript 15

10th September 2013

R : *Tadi suka ga pas pakek gambar?* (**Did you like the pictures?**)

S7 : *Suka miss... suka.* (**Yes Miss... I liked them.**)

R : *Kenapa?* (**Why?**)

S7 : *Lucu miss, asik menempel gitu.* (**The pictures were so cute Miss. I enjoyed sticking the pictures.**)

Interview Transcript 16

10th September 2013

R : *Gimana tadi? Belajarnya seneng?* (**How was the lesson? Were you happy?**)

S8 : *Seneng miss.* (**Yes we were Miss.**)

R : *Kenapa kok seneng?* (**Why did you feel happy?**)

S8 : *Asik miss, nempel- nempel.* (**It was fun when we stick the pictures.**)

R : *Kalian suka nempel-nempel gambar gitu?* (**Do you like sticking pictures?**)

S8 : *Iya suka miss.* (**Yes, we like it miss.**)

R : *Kalau Farel?* (**How about you Farel?**)

S9 : *Suka miss, eh kalo aku suka menghafal. Eh enggak lebih suka menempel aja miss.* (**I liked it Miss. eh, I like memorizing as well. Eh, no. I prefer sticking.**)

Although the use of poster and pictures were successful, the map was not quite successful attract students' attention. The map was not colorful and bigger enough to be seen from the last row. The map was more suitable to be used in teaching adult rather than students. Thus, it was suggested that media which appropriate to the students' characteristics should be applied such as map with cartoon characteristic and colorful drawing.

d. Implementing Total Physical Response

Although the mean scores of meeting 1 and 2 in cycle 1 had not passed the passing grade yet, Total Physical Response- based activity that was applied in every meeting in Cycle 1 proven effective to improve students' listening skill. The improvement of students' listening skill was showed in the improved students' listening score in Cycle 1 compared to the pre-test score. The means score of the students listening skill in the first cycle was improved by 0.56 at 8.01 over the pre-test mean score at 7.45.

Table 9. The Students' Pre-test Score and Listening Score in Cycle I

Test	Frequency	Mean score
Before the actions		
Pre Test	31	7,45
Cycle 1		
Meeting I	30	7,77
Meeting II	31	7,74
Meeting III	30	8,6
Average mean score of Cycle 1		8,01
The improvement		0,56

The stage of teaching and learning using Total Physical Response consists of four phases including Review, New command, Role reversal and Reading and writing. As stated in the previous sub chapter, the implementation of TPR was

accompanied by implementing other actions including using media, classroom English, song and game.

In the Review stage, the researcher reviewed the previously learnt materials and also introduced the new materials to the students. In order to attract the students' attention during the Review stage, media were used. Classroom English was also used in the whole activity so that rich model and input of English language could be given to the students. In order to introduce the students with new vocabulary and prepare them for further listening activity, song was also used. Most students could involve themselves in every activity during Review stage very well. It was proven by the students' participations and responses as described in the field note below.

Field Note 2

27th August 2013

Afterward, I introduced the topic of the meeting and asked probing question. I said "Today we will study about body. Body. You know body? This is head and it is a part of our body." Then, the students enthusiastically answered "Tubuh... tubuh... tubuuuuh..."

Field Note 3

3rd September 2013

Then, I showed them their school map and I asked them what rooms could be found. I said "What room? room. I find library here and what else?" They enthusiastically answered.

Field Note 4

10th September 2013

We then listened to *School, school, school* song for several times and asked them what words they heard from the song. They answered my questions well, although not all stationery vocabularies were mentioned. Then I took the flashcards and showed them. The students were excited and some of them said "Oo, stationery itu

Continue at the next page

alat-alat belajar.” “Iya lah, tadi kan ada pen sama book.” I showed them the flashcard one by one while introducing the new words one after another. I asked them to listen and repeat after me.

In the New command stage, some new instructions were introduced. The researcher started giving new commands by giving model first. The activity carried out during this stage was Listen and Do activity. After modeling the new commands, the researcher together with the students did the activity together as the practice. It was done for several times until the students were able to understand the command and respond to the command correctly.

The next stage was Role reversal in which the students were encouraged to give the instructions to the others. The students were drilled how to pronounce the instructions while they were performing the actions. The practice was given through playing *Simon says* game. In the Cycle 1, the Role reversal stage was not quite successful since some students were not engaged in the practice. They were confused how to join in the activity because the researcher did not clearly give the instructions. At first, the students were asked to come forward and practice *Simon says* game. However, some of the students were shy and refused to come forward. The practice also did not run well because the researcher gave the instructions too fast that the students did not have enough time to think first. After practicing, the students were given opportunity to try giving instructions to the other during playing the game. Although the researcher had already encouraged the students, unfortunately most of

them were shy to do so. In the third meeting, the students were getting familiar with the game and the activity, they gradually had willingness to give the instructions.

Field Note 2

27th August 2013

Most students were shy to give instructions but they had willingness to do so. Together with the researcher, some students tried to give instructions to their friends. A student refused to act out the instructions because of feeling afraid of making mistakes and shy. I asked him to stand up everywhere he felt comfortable and he could carry out the actions very well.

In order to encourage the students and avoid shy learners from become inhibited, group work or pair work were suggested. It was also not recommended for the researcher to test the students' understanding in the new instructions by testing them in front of the classroom since the shy learners would feel insecure to be watched by the other friends. Instead of asking some students to come forward to be tested and giving the other a task, each group could be asked to give the instructions in turn while the other should carry out the actions. This way, each student would get opportunity to practice giving instructions without feeling inhibited.

The last stage was Reading and writing in which the students were given opportunity to know the written form of the words learnt. In this stage, the students were asked to do listening comprehension and to write the words correctly. Most of the students enjoyed the activity because the worksheets given to them were colorful and full of funny pictures.

In the first Cycle, the researcher found difficulty related to the classroom management. The students sometimes were too excited on the media used and too

energetic in participating in the classroom activity. It indicated a good response from the students, yet the drawback was that the class became too noisy. The researcher found it difficult to calm them and get their attention again.

Based on the discussion with the English teacher and the advisor, it is suggested that the researcher provided the students with more routine and pattern. Some song could be used to as the attention gather to calm the students, for example, after they had a break. Group identity also could be set to stir the students' attention and concentration. The researcher could put name of each group and make a jargon for each group.

4. Finding of Cycle 1

In conclusion, not all actions were successfully carried out in the first cycle as elaborated in the following table.

Table 10. The Conclusion of Actions Done in Cycle I and the Recommendation for Cycle 2

No.	Actions in Cycle I	Reflections	Conclusion in Cycle 1	Recommendation for Cycle 2
1.	Using Classroom English	The classroom English was effective to gather students' attention since they are curious when the researcher spoke in English language. It provided the students with rich model and ample listening input. The use of classroom English also gave students a better understanding on the	This action would be sustained to be used in Cycle 2 with some modifications	The classroom English used should be always in simple sentence with familiar words. Some important words, such as action verbs can be repeated and stressed. Using gestures or giving simple illustration with media can be

		use of some daily expressions. However, the use of Classroom English was not always understood by the students.		done instead of translating the words.
2.	Using song and game	<i>Hello</i> song implemented at the opening of the lesson as the everyday classroom routine was effective as the warming up to renew the students' energy. The songs provided the opportunity for vocabulary practice and were based on the themes or topics being introduced in the meetings and provide the context for vocabulary learning. The unclear rules and instructions in how to do the game made the game did not quite successfully implemented.	This action would be sustained to be used in Cycle 2 with different song for every meeting.	A clear explanation accompanied by example should be given before asking the students to do the game. Another simple game needs to be implemented during new command stage to make it easier for the researcher to manage the students when they do Listen and attach.
3.	Using media	The poster and pictures used in the first and third meetings were effective to attract the students' attention and helped the students in understanding the researcher's explanation. On the other hand, the map did not quite successful attract	This action would be sustained to be used in Cycle 2 with some modifications	The media used should suit the students' characteristics. They had to be attractively designed, colorful and big enough to be used in big class.

		students' attention since it was not colorful and interesting.		
4.	Implementing Total Physical Response	Most students could respond to the instructions given. They enjoyed making physical actions together with their friends. However, some of them refused to be involved in Role Reversal Stage and to respond to the instructions when they were being observed in front of the class. Some students were too energetic that they were difficult to be managed and liked to interrupt each other.	This action would be sustained to be used in Cycle 2 with some modifications	Instructions should be delivered gradually and clearly. Checking students' understanding and performance should be carried out in non threatening way. Group work or pair work could be administered to avoid students' inhibition.

C. Report of Cycle 2

1. Planning

After doing the reflection of the Cycle 1, the researcher concluded that there were some improvements at students' listening skill showed by the students' improved listening scores. However, there were still some problems emerged during the teaching and learning after the implementation of the actions in Cycle 1. Thus, the next cycle was needed to be implemented to solve the problems. The successful actions of Cycle 1 were sustained to be implemented in Cycle 2 with some modifications.

Based on the discussion with the collaborators, the field problem still appeared in Cycle 1 was related to the classroom management. The researcher found difficulty in managing students' behavior in which some students interrupted each other when all of them wanted to be involved in the classroom activity. As the result, the classroom was often in a lot of noises. To overcome the problem, the researcher and the collaborators agreed to optimizing the use of routine and pattern. Additionally, group work was also been maximized to arouse group identity so that it would be easier for the researcher to manage the classroom. The solvable field problem and the solution are elaborated as follows.

Table 11. The Solvable Field Problems and the Solutions in Cycle 2

No.	Problems	Solutions
1.	The students who had high energy liked interrupting each other.	<ul style="list-style-type: none"> - Using Throw the ball game. - Setting up group identity and reinforcing group work

After discussing the solutions for solving the problems emerged, the researcher and the English teacher had a discussion related to the syllabus and the lesson plan. They agreed to implement the actions in only two meetings because of the limited time. Two meetings were deemed effective enough to implement the actions because the students had already familiar with the actions.

The topics chosen to be carried out in Cycle 2 were *Things we wear* and *Sport*. The same material and language function were sustained to be implemented in the second cycle. TPR was continued to be used with Review, New commands, Role

reversal and Reading and writing as the stages of teaching and learning. The students' assessment was carried out through observing students' performance in responding instructions and through administering Listening comprehension test. In Cycle 2, media were still used to attract the students' attention and maintain their concentration. The songs and games used in Cycle 1 were continued to be used with the addition of *Throw the ball* game and *Let's get in* song. *Throw the ball* game was used to add the variety to the classroom activity and also to keep the students to be not out of control when participating in the activity. On the other hand, *Let's get in* song were used after break time to tell the students to be ready for the lesson. In order to manage the classroom more easily, the group work and group identity was set up.

2. Actions and Observations

1) Meeting 1

The first meeting of cycle one was held on Tuesday, 17th September 2013 started from 10.10. The topic of the first meeting in Cycle 2 was *Things we wear*. The actions implemented in the previous cycle were sustained to maximize the good result in Cycle 1. In order to solve the problem that emerged in Cycle 1, new actions were implemented, those were using more routine and pattern and setting up group work and group identity.

Before the class began, the researcher divided the class into three groups and set up a jargon for each group. It was done in the effort of managing the classroom easier compared to that of the previous cycle. The group divisions, the rules and how the group works could be seen in the following field note.

Field Note 5**17th September 2013**

Before starting the lesson, I told them that the class would be divided into three groups namely SpongeBob, Patrick and Squidward. There must be a leader for each group who lead guide the group members. Each group also had their own jargon, SpongeBob with “Aye captain”, Doraemon with “Here we are” and Popay with “Yes Miss... Tut tuut.”

Classroom English was used similarly as in the first cycle. However, since the students were already familiar with the expressions used in the opening and closing stages, the researcher sometimes added new expressions as described in the following field note.

Field Note 5**17th September 2013**

After that we said our morning prayer and sang Hello song. They could do them all very well. They also energetically sang Hello song and dancing. Then, I checked the students' attendance by asking them “Who is missing today?” they kept silent. I repeated the question “Who is missing? Missing...Absent?” Some of them answered my question without hesitation “Calvin...” “Calvin is absent today Miss.” I replied “I see, so Calvin is absent today.”

In the opening, the researcher added a new expression to check the students' attendance. At first, the students silently responded to the question. The researcher then repeated the question and added a word that was familiar to the students. As the result, the students understood and could answer the researcher question correctly.

In the review stage, classroom English was used in delivering the materials as well. The researcher also used gestures as the visual back up so that the students had better understanding on her explanation. Although some students still used

Indonesian language when responding, it showed their understanding in the researcher's explanation.

Field Note 5

17th September 2013

After reviewing the previous materials about *Stationery*, I stated that they were going to learn about clothes "Today we will learn about clothes. Shirt, skirt, shoes... (Pointing to the clothes I wore)". Some students said "Bajuuu... baju miss." "Pakaian...". I continued "Yes, right. Now we will learn about clothes."

Not only using classroom English in explaining the materials, the researcher also made use of pictures and *Clothes* song to attract the students' attention and to make the students easier in understanding the explanation. The song was used to provide the students with some new vocabularies they were going to learn and prepare the students for further listening activity. The researcher sang the song and used the pictures in the same time to give explanation. The teaching and learning process is elaborated in the field note as follows.

Field Note 5

17th September 2013

I used *Clothes* song and pictures. I sang the song while showing them the pictures "This is the way you wear the shirt, wear the shirt... (showing shirt picture) and so forth." Next, I asked them to sing the song together for several time. They did not memorize the lyrics but they could mention the name of the clothes of which the pictures I showed to them. After that, I introduced the new words gradually and one after another using the pictures.

As the same as in the Cycle 1, the students were curious about the song. Some of them, especially girls wanted to hear the song again and again. When being asked

to sing the song along, the students were happy although they did not know the exact lyric of the song. They could mention the clothes they heard from the song.

The students also liked the pictures. It was proven by the students' respond when they were asked to do listen and attach activity in front of the class. Most of the students wanted to have a chance to attach the pictures. When the students became so active, the class turned into noisy situation. Then, the researcher used *Throw the ball* game to make the students calm. The situation can be seen in the field note below.

Field Note 5

17th September 2013

I asked them to do "Listen and attach the correct pictures" in front of the class. Most of the students were willing to attach the pictures. They screamed "Me... me... me..." Soon, the class became very noisy. In order to calm them, I used "Throw the ball" game in which I threw the ball to one of the most calm student, and the one to whom I threw the ball could attach the picture.

In the new command stage, the researcher made use of paper doll as the media to maintain the students' interest. The paper doll was made as the media for the students in doing *Listen and do* practice. It was proven to be effective to engage the students' interest again. It was showed through their reaction when they saw the paper doll.

Field Note 5

17th September 2013

After that, I gave them the paper dolls. The paper doll was quite interesting for them. They said "*Wah bonekane lucu.*" "*Miss boleh dibawa pulang?*" "*Aku yang cowok Miss.*"

In the new commands stage, the researcher introduced some new instructions using her paper doll that was printed in bigger size. The researcher gave the model for the students first. Then, the students were given chances to practice by dressing up their dolls with the instructions of the researcher. The students could follow the researcher's instructions very well although some of them still asked the researcher to repeat the instructions.

Field Note 5**17th September 2013**

After making sure that all of them were already understood and able to respond the instructions, I asked them to do listen and do again without my guidance. I said the instructions and the students should follow it. The students enjoyed dressing up their dolls and actively involved in the activity, though some of the students still asked the researcher to repeat the instructions "Tadi wear apa miss?" "Wear apa miss?".

Before the students had a break, the class was conducive for the teaching and learning process. However, the students became too active after having a break. Most of them were difficult to be asked to get into the class. In the classroom, the students were still busy with their own stuffs. Thus, the researcher used song to get their attention. The researcher also gathered the students by called out their group name. In addition, the researcher also asked the group leader to organize the other team members. It was effective enough to calm the students since through dividing the class into groups. Each group will have a sense of group identity and follow their group leaders. Thus it was easier to manage the classroom.

Field Note 5**17th September 2013**

After ten minutes of having break, it was difficult to have a conducive classroom environment. I repeatedly said “let’s get in, let’s get in...” to tell them that the time was over. Then I called out their group name one by one to get them ready for the class.

After the students were ready, they were asked to play *Simon says* game. In turn each group became the ones who gave instructions to the other groups. To motivate them, the scores got from playing the game were written in the board so that the game run more lively and each group had willingness to do their best in giving and responding to instructions.

The researcher did the same actions in Reading and writing activity as in the first Cycle. To assess the students’ performance and comprehension, the students were asked to do *Listen and Do* activity. For the last few minutes, the researcher made reflections by asking questions in English. She used different expression to ask the students’ feeling and the students could respond well.

Field Note 5**17th September 2013**

“What are you feeling kids?” “Happy...” “Seneng ada anak-anaknya miss...” “Ok, so what do you learn today?” “Pakaian...” “Cloth...” “Yes, clothes. What clothes do you know?” They could answer the questions by mentioning the name of clothes. After that we said the prayer.

2) Meeting 2

The same actions as done in the first meeting were applied in meeting 2 that was conducted on October 1 2013 starting from 10.10 to 11.20. The topic of the meeting was Sports. In the opening stage, the researcher used the same expressions to

greet the students and say the opening prayer. The students seemed having no difficulty in replying the greeting and saying the prayer. *Hello* song was used in the beginning of the lesson. After singing the song, the name of each group was called and the students replied by saying their jargon. The students looked enthusiastic and motivated.

Field Note 6

1st October 2013

As usual, to open the class I took the class attendance and lead the opening prayer. After that, we sang *Hello* song. After singing the song, the name of each group was called and the students replied by saying their jargon. The students said their own jargon energetically.

Before going to the main point, the researcher reviewed the previous materials about Clothes. Classroom English was continued to be used in introducing the new materials. The researcher asked probing questions repeatedly. The students could answer the researcher's question. Some of them answered in Indonesian and the other answered in English.

Field Note 6

1st October 2013

After reviewing materials about *Clothes*, I introduced the theme of the lesson by asking probing questions. I asked "I like sport. I like playing voley ball. Do you like volleyball?" "yeeesss..." "noooo..." "what sport do you like?" "basket..." "badminton...".

Pictures were used as the media to introduce the students with the new materials and to check the students understanding in the new material itself. After gradually introducing new words, the researcher handed the students with a picture. The researcher then called out a name of the sport one by one and they who got the

corresponding picture should come forward and attached the picture on the whiteboard.

Next, the researcher reinforced the students' vocabulary, she asked yes/no questions and the students should answer. All students actively involved themselves in the activity. Most students behaved very well and paid attention to the researcher. The description of the teaching and learning process is elaborated in the following field note.

Field Note 6

1st October 2013

I gave them different sports pictures. Then, to check their understanding, I called out a name of the sport one by one and they who got the corresponding picture should come forward and attached the pictures on the whiteboard. Next I asked them some simple questions to reinforce their vocabulary "is it baseball?(while pointing to the picture?" "yes." Etc. The activity ran well and the students actively participate in the activity. Since each student had their own picture, they kept calm and pay attention to the researcher.

Afterwards, the researcher sang *How about you* song. Then, the students were asked to sing along and perform the actions. The students were happy to do that since most of them like playing sports. Although some of them did not sing the song instead of commenting on the action they were doing, the students' participation was good and they followed the researcher's instruction without making disturbing noise. The situation is as follows.

Field Note 6

1st October 2013

After that I sang *How about you* song and perform some actions. For several times, I asked the students to sing and perform the actions together. The students seemed happy in doing the actions. some of them said "Aku suka football, tendang bola..." "Lempar bola, cuss...".

In the new commands stage, new instructions were introduced. The researcher gave the model first. After watching the researcher for several times, the students were given opportunity to practice. The researcher also drilled the students how to pronounce the instructions. After comprehending the instructions, the students were asked to play *Simon says* game. The students were getting used to the activities during the teaching and learning process that they engaged themselves in every activity very well. When playing the game, some students volunteered themselves without being asked by the researcher. The students themselves managed how the game should be played. The instructors of the game were also aware of their friends who did not follow the instructions and made noise. They sometimes warned their friends to keep calm and follow the instructions.

Field Note 6

1st October 2013

As the previous meeting, *Simon says* game was conducted. Some students from each groups had willingness to give the instructions. When they were playing the game, I assessed their performance. Most students were able to respond to the instructions given by their friends. They also volunteered themselves to give the instructions in front of the class. A student who became the instructor even had initiative to give the most active student who could follow the instructions some candies.

The researcher wrote the name of sports beside the corresponding pictures, read them and asked the students to repeat after her. The students were getting familiar with the pattern of the activity. It was proven by their response toward the lesson and their involvement. Some of the students immediately did what they had to

do as in the previous meeting without being prompted by the teacher. The situation is showed in the field note as follows.

Field Note 6

1st October 2013

Then, I write name of sports beside the corresponding pictures. I read them and asked the students to repeat after me. After that some students copied the written forms on their note books without being asked. Some of them asked “Miss ditulis enggak?” and I answered “Yes, write them.”

To check the students’ understanding, the researcher administered Listening comprehension test. They could finish the task on time. When listening to the researcher, the students did not ask for repetition. Thus, they did not found difficulty in doing the task. For the last few minutes, the researcher made some reflections as in the previous meeting. The situation of the closing can be seen in the field note below.

Field Note 6

1st October 2013

The last five minutes was used to close the lesson. I made some reflections by asking about the students’ feeling during the lesson, what they learnt, what difficulty they found and so forth. I closed the lesson by praying.

3. Reflection

There was no significant problem found in Cycle 2. It means that the teaching and learning process in the first and the second meeting of Cycle 2 was done smoothly. The emerged problem in Cycle 1 had been solved by implementing some modified actions. In Cycle 2, the students were getting familiar with the technique used by the researcher that they could involve themselves in every classroom activity very well and understand the materials given more easily and quickly. Some

improvement in the students' listening skill could also be seen from the students' improved listening comprehension scores.

a) Using Classroom English during the Teaching and Learning Process

Classroom English was used with some modifications in Cycle 2. Since the students were already familiar with the expressions used to open and close the lesson, some new simple expressions were added to open and close the class. It was aimed to add more variety to the expressions and provide more language model for the students. The use of Classroom English was accompanied by the use of gestures to make it easier for the students in understanding the meaning carried out. Stress, repetition and voice tone were also used to show the students the important words. The researcher also always gave confirmation and feedback to the students answer as described in the following field note.

Field Note 5

17th September 2013

Then, I checked the students' attendance by asking them "Who is missing today?" they kept silent. I repeated the question "Who is missing? Missing... Absent?" Some of them answered my question without hesitation "Calvin..." "Calvin is absent today Miss.". I replied "I see, so Calvin is absent today."

Field Note 5

17th September 2013

I stated that they were going to learn about clothes "Today we will learn about clothes. Shirt, skirt, shoes... (Pointing to the clothes I wore)". Some students said "Bajuuu... baju miss." "Pakaian...". I continued "Yes, right pakaian. Now we will learn about clothes."

Based on the field note above, it was proven that the students could understand the English language used. Although sometimes they respond in Indonesian language, they got the meaning or the messages conveyed. They could understand the materials given faster. Before doing any task, some instructions and example of how to do the task was given in English. As the result, the students done the task on time without making a lot of noise and without asking many questions. The students' understanding in the classroom language used was showed in the field note and interview transcript as follows.

Field Note 5

17th September 2013

Next, I asked the students to do listen comprehension activity. Before the students did the task, I gave them clear explanation and example in English. They could do the task well and did not ask many questions while doing the task.

Interview Trasncript 18

17th September 2013

R : *Kalau miss ika nerangin pake bahasa inggris pas menyapa kalian, menerangkan, trus pas sebelum ngasih tugas itu kalian ngerti ga?* (Did you understand what I said when I explained the materials, said the greeting and gave the instructions for you to do a task in English?)

S11 : *Ngerti dong miss.* (**Sure, I understood Miss**)

S12 : *Mudeng. Dikasih contoh dulu jadi ngerti.* (**Understood, you gave the example first, so we understood.**)

b. The use of song and game during the Teaching and Learning Process

A new game was implemented in every meeting of Cycle 2. The game was *Throw the ball* game that used before conducting Listen and Attach activity. In Cycle 1, the researcher got a problem with the classroom management in which the students

were too energetic in doing the task. All of them wanted to be involved in the game and liked to interrupt each others. Thus the game was used to calm them down. This was a simple game that all of them could play the game easily. The game was played through throwing a ball to the quietest student and the one who was struck by the ball should come forward and do listen and attach. Beside easy to be administered and the students liked it very much, the game was effective to stir students' attention and concentration.

Interview 17

17th September 2013

R : *Kalau tadi yang throw the ball itu kamu suka ga?* (**Did you like the *Throw the ball?***)

S10 : *Suka miss, besok gitu lagi ya miss?* (**I liked it miss. Can we do the same for the next meeting Miss?**)

Interview 18

September 17th 2013

R : *Kalau pelajaran suka pake game-game nya ga?* (**Did you like the game?**)

S11 : *Suka miss.* (**Yes I liked Miss.**)

S12 : *Asik miss, ga bosen di kelas.* (**It was fun and not boring in the classroom.**)

The *Simon says* game implemented in the first cycle was continued to be used. Before the students played the game, the instructions and rules were explained again by the researcher. In the first and the second meeting of Cycle 1, the students were already familiar with the game that they could play the game well without too much guidance from the researcher. Some students also volunteered themselves in giving instructions in front of the class without being asked by the researcher. The students could respond to the instructions given by their friends very well. The student who

was giving instructions in front of the class was also aware if there were some students who did not pay attention to his instructions. Some students also had initiative in playing the game. The description of the situation is as follows.

Field Note 6

1st October 2013

As the previous meeting, Simon says game was conducted. Some students from each groups had willingness to give the instructions. When they were playing the game, I assessed their performance. Most students were able to respond to the instructions given by their friends. They also volunteered themselves to give the instructions in front of the class. A student even had initiative to give the most active student who could follow the instructions some candies.

As the previous cycle, songs were also successfully implemented. Aside of *Hello* song, there were more songs used in Cycle 2; *Clothes* and *How about you* songs. The songs were effective to introduce the students with new vocabularies they were going to learn. The songs also could improve the students' attention and concentration. The students sang the song along although they did not know the complete lyric of the song. They were also actively dancing and mimicking the actions in the song. Some of the students just danced and commenting on the actions they done instead of singing the song. However, their comments were good and did not out of the context.

Field Note 6

1st October 2013

For several times, I asked the students to sing and perform the actions together. The students seemed happy in doing the actions. Some of them said "Aku suka football, tendang bola..." "Lempar bola, cuss...".

Additionally, Rhyme was also used in Cycle 2. The rhyme was used after the break time. After having a break, it was difficult to ask the students to get into the class again. Therefore, the Rhyme was used to tell the students that the break time was over and they had to prepare for the lesson. The researcher said “Let’s get in...Let’s get in...” repeatedly. It was effective since the students were curious about what was being said and repeated by the researcher. The attention of the students could be gathered that made it easier for the researcher to manage the class.

c. The Use of Media during the Teaching and Learning Process

The media used in Cycle 2 were paper doll and pictures. Both of the paper doll and pictures were effective to attract the students’ attention. They were colorful, cute and eye catching that suitable for teaching students. They make the lesson more interesting and beneficial. They were also useful to help the students in understanding the researcher’s explanation. The meaning of the new language and vocabularies could be carried out through the media used without having to use the mother tongue to translate. The students responses toward the media used in Cycle 2 can be seen in the following field note.

Field Note 5

17th September 2013

Most of the students were willing to attach the pictures. They screamed “Me... me... me....”

After that, I gave them the paper dolls. The paper doll was quite interesting for them. They said “Wah bonekane lucu.” “Miss boleh dibawa pulang?” “Aku yang cowok Miss.” after all of them got the paper doll, I asked them what clothes they got. They mentioned in a chorus the clothes they got.

From the field note above, it can be concluded how effective the media to motivate and engage the students in the classroom activity. The students' motivation was improved compared to that of the previous cycle. They had positive attitudes towards using the pictures for teaching and learning English. The students' response toward the media used can be captured from the following interview transcript.

Interview Transcript 17

17th September 2013

R : *Hari ini gimana pelajarannya? Seneng?* (**How's the lesson? Were you happy?**)

S10 : *Seneng miss, soalnya ada paper dollnya miss.* (**Yes, I was happy miss because there were some paper dolls.**)

Interview Transcript 18

17th September 2013

S12 : *Miss. ika...Miss. ika orang-oranganya mau aku simpen terus lho. Sampe besok ketemu lagi.* (**Miss Ika... Miss Ika... I would keep the paper dolls until I meet you again.**)

R : *Iya, Oke makasih yaa...* (**Yes, Ok... thank you...**)

d. Implementing TPR

The students were already familiar with the TPR technique used by the researcher. They could follow every TPR activity systematically so that the class could be better managed than that of the Cycle 1. Although sometimes, they responded to the researcher's questions and instructions in Indonesia, in the review stage, the students could understand the explanation given very well. When the researcher reviewed the previous materials, the students could remember what they had learnt.

In the new command stage, the students were able to comprehend and respond to the instructions given. The media used help the researcher to keep the attention of the students. The students' understanding in the new commands given was proven by their involvement in doing Listen and Attach and Listen and Do activity. They wanted to be involved in every activity and they could complete the task correctly.

In Role reversal stage, some students actively volunteered themselves in giving the instruction without being asked by the researcher. They could give the instructions to the other friends. The students who did not become the instructor also could follow the instructions. The students were so motivated in practicing giving and responding to instruction through Simon says game since each group's score were recorded and written on the board. Thus they could see which group that became the winner in the game. Some students even had some initiation and made some modification toward the game. In this stage, the students were given ample opportunity to practice speaking.

Field Note 6

1st October 2013

As the previous meeting, *Simon says* game was conducted. Some students from each groups had willingness to give the instructions. When they were playing the game, I assessed their performance. Most students were able to respond to the instructions given by their friends. They also volunteered themselves to give the instructions in front of the class. A student who became the instructor even had initiative to give the most active student who could follow the instructions some candies.

In the Reading and Writing stage the students were given ample opportunities to have practice to read the words and to copy the written form. Some of the student

immediately copied the words on their note books without being prompted by the researcher.

Before asking the students to do Listening comprehension activity, the researcher gave clear explanation and example in doing the task. As the result the students did not confused in how to do that. The students also did not ask the researcher too much question when doing the task since the instructions were clear. The students also did not ask the researcher to repeat the statements that indicated they did not get difficulty in doing the task. It meant the students comprehended and understand the materials given.

The TPR technique was successfully implemented and effective to improve the students' listening skill that was indicated with the improvements of the students' listening scores in Cycle 2 compared to the pre-test and the students' score in Cycle 1. The student's score increased in every meeting. Briefly, the improvement of the students' listening score is presented in the table below.

Table 12. The Students' Pre-test Score and Listening Score in Cycle I and Cycle 2

Test	Frequency	Mean Score
Pre Test	31	7,45
Cycle 1	31	8,01
Cycle 2	31	8,83

Not only effective to improve students' listening skill, TPR was also enjoyed by the students. Most of the students loved moving about rather than listening to the teacher's explanation all the time. Since the students could learn the materials through physical actions, learning English through TPR is memorable that is proven by the students' ability to memorize the previously materials learnt very well. The students' response toward TPR is described in the field note as follows.

Interview Transcript 17

1st October 2013

R : *Kalau pas mengikuti perintah miss ika yang pakein baju itu kamu bisa ga?*
(**Could you follow my instructions to dress up your dolls?**)

S10 : *Bisa miss.* (**Yes I could Miss.**)

R : *Seneng ga?* (**Were you happy with that?**)

S10 : *Ya seneng miss.* (**Yes, I was happy Miss.**)

Interview Transcript 21

2nd October 2013

R : *Berarti bisa ya? Kalau pas bergerak menirukan gaya kamu bisa ga?* (**So, you understood the materials, did not you? Could you follow the instructions by moving about?**)

S14 : *Bisa.* (**Yes I could.**)

R : *Seneng ga?* (**Were you happy?**)

S14 : *Seneng miss.* (**I was happy Miss.**)

R : *Kenapa kok seneng?* (**Why did you feel so?**)

S14 : *Bisa gerak-gerak ga nulis terus.* (**I could move about, not writing all the time.**)

e. Setting Up Group Work and Group Identity

In order to solve the problems related to the classroom management appeared in Cycle 1, the group work was reinforced and the group identity was set up by using jargon. Through group work, the students were no longer interrupting each other by

making a lot of noise since they felt a sense of group identity. Thus, it was beneficial for the researcher in managing the classroom. As a group made a noise, not paying attention and or not being on task, the group's name was called out and the students immediately said their jargon. The groups' names were taken from some cartoon characteristics so that the students liked their group's name. The leader of each group was also responsible on managing the group members. Setting group identity was effective to calm down the students since they tended to follow their friend's or their group leader's command faster. The implementation of group identity could be seen in the following field note.

Field Note 5

17th September 2013

I called out their group name one by one to get them ready for the class. Each group responded by saying their group name. Dividing the students in groups made the researcher easier and faster in managing the class that each activity could run systematically.

In Role reversal stage, the students also could respond to the instructions better when working in group compared to working individually. The students' participation was improved since shy students did not feel inhibited when working together with their friends. The students' performance also could be assessed in non threatening way through group work. It could be seen from the student's response as follows.

Interview 22

2nd October 2013

R : *Terus kalau disuruh bergerak menirukan gaya gitu seneng ga? (So did you*
Continue at the next page

feel happy when moving about?)

S15 : *Kalau dulu yang sendiri di depan itu aku malu miss. Kalau bareng sama kelompok aku bisa miss, senang. (I was ashamed when perform alone in front of the class but I could do that together in group well, happy.)*

R : *O gitu, kalau kemaren gimana? Pas dibagi dalam grup itu senang ga? (Oh I see, how about yesterday? When you were divided into group? Happy?)*

S15 : *Senang miss. (Yes, I was happy Miss.)*

Group work was useful to encourage the shy learners to be more actively participate in the classroom activity and in the same time to calm down the high-energy students. Group work also used to arouse respect between each student so that they did not interrupt each other.

D. The Results of the Research

The TPR technique implemented in the first and the second cycle was effective to improve the students' listening skill proven by the improved students' score in listening comprehension test. In the first cycle, the students found difficulty in responding the researcher's instructions. It was caused by the unclear and too fast instructions delivered. The researcher checked the students' performance individually that some shy learners refused to respond to the instructions given. In Cycle 2, the instructions were given more slowly and checking the students' performance was carried out in non threatening way by administering group work. As the result, the introvert students were not inhibited in performing the actions.

The problem emerged in Cycle one was that some of the students had too high energy that they were too enthusiastic in participating in the classroom activity. Sometimes, they wanted to do the activity without involving their friends. They liked

to interrupt each other. In order to overcome this problem, the researcher set up a group identity and group work so that the students with different characteristics could respect each other because they were in the same group.

The classroom English was helpful in providing the students with rich English model and input. In the first cycle, the researcher sometimes said too complex sentences and unfamiliar words to the students that they did not answer the researcher's questions and understand the researcher's explanation. However the problem could be solved by delivering only simple sentences and using gestures, simple illustrations and media to convey the meaning of the new words or difficult words. Stressing and repeating any important words were also done in Cycle 2. Thus the students understood the meaning of the new words and the researcher's explanation more easily.

Using songs and games were effective enough as the attention gather. A song was used in the opening as the routine in the first and second cycle. Different songs were also used in the main activity of each meeting. In Cycle 2, the researcher used a new simple song to gather the attention of the students after they had break. It was used to make it easier for the researcher to manage the classroom. On the other hand, the game used in the first cycle was *Simon says* game. The game was administered as the practice for the students in the Role reversal stage of TPR. In the first cycle, the game was not successfully implemented but by giving clear example and explanation, the game was successful in Cycle 2. *Throw the ball* game was also administered in the new command stage of TPR during *Listen and attach* activity. As stated in the

previous sub chapter, the game was used to manage the students since the classroom was often got a lot of noise when *Listen and attach* activity was administered.

The media used including pictures, poster, map and paper doll were successful in attracting the students' attention and in improving their involvement. The media were effective to attract the students' attention and keep their motivations. In the first cycle, Map was not effective enough to get the students' attention since the map was not colorful and was not attractively designed.

Generally, the finding of this research is presented in the following table that shows the changes occurring in the first and second cycles.

Table 13. The Research Results

No	Before Conducting the Actions	After Conducting the Actions	
		Cycle 1	Cycle 2
1.	No various activities were implemented during the listening teaching and learning process	Implementing TPR - The listening teaching and learning process was carried out through TPR-based activities. -Some students found difficulty in responding to the instructions because of the unclear and too fast instructions from the researcher. - Checking students' understanding and performance was not carried out in non threatening way that a few students refused to respond to the instructions	Implementing TPR -The instructions were given more slowly and clearly. Setting Up Group Work and Group Identity in the TPR activity - Checking students' understanding and performance were carried out in non threatening way by administering group work. - Students had willingness to join all TPR activities without interrupting each other.
2.	Classroom English was not used		
3.	The students had less opportunity to listen		
4.	The students did not respond to the teacher's instructions		

		<p>given.</p> <p>-Some Students had too high energy that they like to interrupt each other when participating in the class activity e.g.: during Listen and Attach activity (New command stage)</p> <p>Using Classroom English</p> <p>-Students did not always respond to the researcher's questions and kept silent.</p>	<p>Using Classroom English</p> <p>-The classroom English was only delivered in the form of simple sentence.</p> <p>- Any difficult words were explained using gestures and pictures.</p> <p>- Some important words were stressed and said repeatedly.</p> <p>- The students were gradually getting used to the expressions used by the researcher.</p> <p>- The students responded and answered to the researcher's questions using English and sometimes Indonesia or Javanese.</p>
5.	The teacher and LKS or course book were the only sources for learning	<p>Using Songs and Games</p> <p>- <i>Hello</i> song was implemented at the opening of the lesson as the everyday classroom routine was effective as the warming up to renew the students' energy.</p> <p>- Some songs used in the main activity provided the</p>	<p>Using Songs and Games</p> <p>- Before being asked to do some task or play the game, clear explanation accompanied by example in how to play the game was thoroughly delivered.</p> <p>-The students were already familiar with the game that</p>
6.	The students lost their attention easily		

		<p>opportunity for vocabulary practice and were based on the themes or topics being introduced in the meetings and provide the context for vocabulary learning.</p> <p>- <i>Simon says</i> game was used in the Role reversal stage as the practice. The students had not familiar with the game that they were confused in how to do the game. Some students refused to participate in playing the game.</p> <p>Using Media - Pictures, posters, map and paper dolls were used to attract the attention of the students. - The maps did not quite successful to attract students' attention since it was not colorful and interesting.</p>	<p>they actively involved themselves in playing the game. Some of the students volunteered in giving instructions without being asked.</p> <p>-The students made some modifications to make the game more lively.</p> <p>-<i>Throw the ball</i> game was implemented that the students were easier to be managed in doing Listen and Do activity.</p> <p>-New simple song was used to stir the students' attention after they had a break.</p> <p>Using Media -Some colorful pictures and paper dolls were used. - The media were effective to attract the students' attention and helped them in understanding the researcher's explanation. The students could comprehend the materials more easily.</p>
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From the changes occurring, it can be seen that the actions implemented were effective in solving the problems before the actions were conducted. To know the

students' responses toward the actions, questionnaires were administered in the end of Cycle 2. The students' good responses indicated that the actions were successfully implemented. The questionnaires were in the form of close-ended whose the data were analyzed using Likert Scale and Criterion Referenced Evaluation table. From the data gotten from the questionnaires, the actions were deemed effective since the mean score of each aspect reaches more than 2.60. The scores of the actions evaluation are as follows.

Table 14. The Results of Actions Evaluation Questionnaires

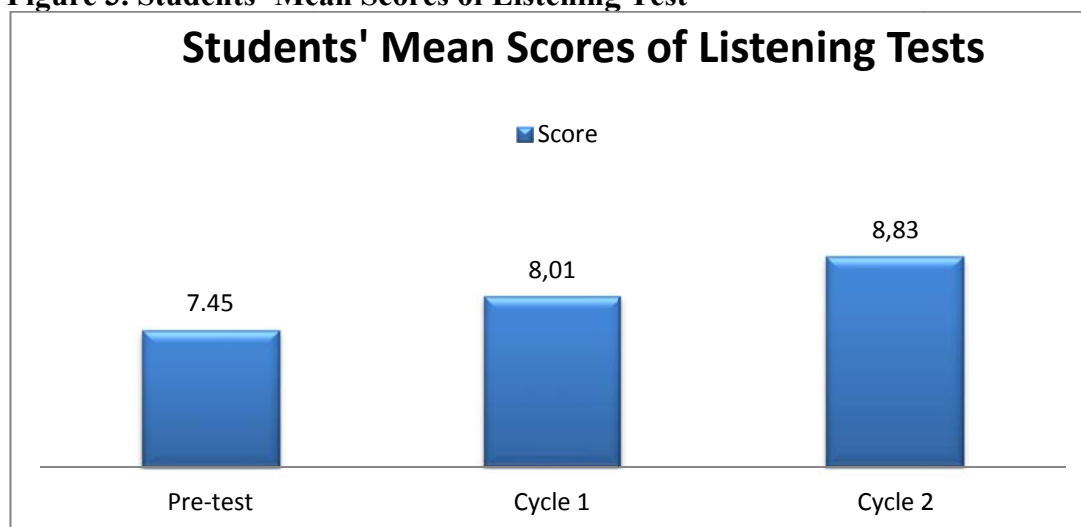
No.	Aspects	Collected Scores (X)	Number of Cases (N)	Mean Score (Mn)	Category
1.	The theme	530	155	3.41	Very good
2.	The activity	539	155	3.47	Very good
3.	The technique	543	155	3.50	Very good
4.	The media	204	62	3.29	Very good
5.	The classroom management	325	93	3.49	Very good
6.	The classroom English	109	31	3.51	Very good
7.	The lesson clarity	111	31	3.58	Very good
8.	The teacher	108	31	3.48	Very good
The average mean score of all aspects				3.47	Very good

From the table above, the average mean score of all aspects in the listening teaching and learning process questionnaires got 3.47 that based on the evaluation table means very good. Most of the students enjoyed the listening teaching and learning process which is the indicator of successful actions.

The successful actions were also indicated by the improved students' listening scores. Although four students still got 7 and did not achieve KKM yet, the overall

mean scores improved from 8.01 in Cycle 1 to 8.83 in Cycle 2. The mean score in Cycle 1 to Cycle 2 improved by 0.81, yet if compared to the mean scores of the pre-test at 7.45, the improvement reaches 1.38. The students' mean scores in the pre-test, Cycle 1 and Cycle 2 were presented in the following chart.

Figure 3. Students' Mean Scores of Listening Test



The changes seen after the implementation of the actions in Cycle 2, the students' responses toward the listening teaching and learning process and the improvements of the students' listening scores presented above show that the actions implemented in this research were successful.

E. Discussion

Related theories that provide the foundations and the basis for the research were already stated in the theoretical review. In this sub chapter, the researcher would connect the findings of this research to the theories already mentioned in Chapter Two. Based on the research findings, it has been proven that implementing Total

Physical Response improved the students' listening skill. The students' mean scores in the pre-test, Cycle 1 and Cycle 2 showed the students' increasing score in listening. The field notes and interview transcripts showed that the students' involvement in listening teaching and learning process improved. They enjoyed the activity during the teaching and learning process. The students' responses and opinions gathered through the questionnaire indicated that the students felt happy toward the actions implemented during the teaching and learning process. The students' responses indicated that the activities and the method implemented were enjoyable and helpful to improve their listening skill.

In line with Linse (2006: 32-33) who suggests that TPR could be combined with other engaging activity, the TPR technique implemented during the teaching and learning process was accompanied by other activities, i.e. singing song and games and several media such as pictures, paper dolls and posters. Based on Asher's idea of conducting TPR in Richard and Rodgers (2001: 77-78), TPR is carried out through four steps, those are Review, New commands, Reading and writing and Role reversal. In the classroom, the students enjoyed TPR activity by listening, watching the teacher, listening and watching the teacher in the same time and performing the commands by moving about. This shows one of the positive aspects proposed by Linse (2005:30) that through TPR students can maximize the use of auditory, visual, and tactile learning channels that are favorable for learning.

Implementing TPR for grade III B students at SD N Gambiranom was effective since it suits the students' characteristic that are physically active. They

were not demanded to just sit still listening to the teacher's explanation, write and memorize, but they just need to learn English through physical actions in enjoyable way. This is in line with Larsen and Freeman (2000: 111) who propose that through TPR language learning is more effective and fun. Richard and Rodgers (2001) also add that TPR is stress-free method that students enjoy listening and responding to instructions through physical movements. Further, Linse (2006:32) states that students are physically active that they need to be physically moving about.

Through implementing TPR, translation could be avoided and the use of classroom English could be enhanced. As the result the students were provided with rich English exposure that made them familiar with daily expressions used during the teaching and learning process. It is in line with Larsen and Freeman (2000: 111) who stated that meaning in the target language can often be conveyed through action not translation.

It is proven that through TPR, the students' listening skill improved significantly. Thus, TPR is proven functioning effectively in teaching listening to students. Paul (2003) and Helgesen (in Helgesen & Brown, 2007) argue that among other techniques, TPR is concerned as an effective technique for teaching listening to students because the students can physically active in responding oral commands which are given by the teacher.

Additionally, Asher (2000) suggested that TPR allows the children to have verbal exercises of speaking, reading, and writing. In the implementation of TPR, the students were provided with practice of reading, writing and speaking. In Role

reversal stage, they were given opportunity to give the instructions or commands to their friends as they ready to do so, while in the Reading and writing phase, students were able to have practice reading the written forms and then copy them on their note books.

In line with the previous studies conducted by Astuti (2010), Miftahul Ilmi (2011) and Sugiarti (2013) who prove TPR as an effective method to teach listening skill to students, the results of this study also prove that the use of TPR was helpful and effective to improve grade III B students' listening skill at SD N Gambiranom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This research was aimed at improving the third grade students' listening skill at SD N Gambiranom through Total Physical Response. Based on the findings in Chapter IV, it could be concluded that the students' listening skill improved through the implementation of the TPR and other supporting actions. Not only successfully improved the students' listening skill, the use of TPR also improved the students' involvement and attention span during the listening teaching and learning process and prepared students for other skills including speaking, reading and writing.

1. Through TPR, students were actively engaged in every listening activity and task.

The students liked to play and move about that TPR was suitable for the students. They did not need to respond verbally when they did not ready to speak and were expected to respond physically to oral commands given. The listening activity was carried out in fun and enjoyable way that was able to increase the students' attention span and involvement. The use of various media such as pictures, posters and paper dolls, songs and games also helped keeping the students' interest toward the activity. In addition, group works were also effective in encouraging the shy students to be more active and responsive.

2. TPR activated the use of auditory, visual and tactile learning channels that enabled students to listen, watch, listen and watch and directly practice what they learnt.

New language and chunks were introduced through experience in the form of physical actions. It resulted in long-term retention of language that beneficial for vocabulary mastery.

3. TPR provided the students with reading and writing practice in the Reading and Writing stage and listening and speaking practice in the Role Reversal stage. The students were given opportunity to know the written form and to practice pronouncing the words. Thus, TPR also enabled the students to be ready for other skills aside of listening.
4. TPR activity and the use of classroom English provided the students with rich English exposure. By understanding the language expressions that were carried out through actions, the students had better understanding on the daily expressions used and were gradually ready to use the expression.

B. Implications

There are some implications from the results of this research that are described as follows:

1. The use of classroom English during the listening teaching and learning process provided the students with rich English model and input. It made the students more familiar with some common expressions used during the lesson. The use of classroom English was also useful for the students to enrich their vocabulary mastery. This implies that the teacher needs to use English language during the

teaching and learning process to give the students ample English language exposure and to make the students familiar with English as well.

2. The use of songs and games was effective to keep the students motivation in learning. Singing songs and playing games made fun and relaxed atmosphere in the classroom. Songs introduced the students with the new vocabularies they were going to listen in the next activity. Songs and games also provided hidden listening practice for students. This implies, using songs and games are beneficial for students in learning English and the English teacher needs to use songs and games to keep the students motivations and in the same time to provide the students with practices.
3. The use of media during the teaching and learning process helped both students in understanding the materials more easily. Moreover, the media could also attract the students' attention and engagement. Using media was also advantageous for the teacher since the materials could be delivered effectively. This implies that the English teacher needs to use media during the teaching and learning process to arouse the students' attention and interest toward the lesson.
4. Grouping the students was important to encourage the students to be active and responsive. Setting up group identity aroused the students' togetherness that helped the teacher in managing the classroom more easily. This implies that the English teacher could set up and reinforcing group work to encourage the students and in the same time arouse their togetherness that beneficial for the teacher in managing the class.

5. The implementation of Total Physical Response was proven effective in improving the students' listening skill. It enabled the students to listen and respond to the teacher's instructions nonverbally. TPR was also appropriate to teach children who love to play and make use of non- verbal clues. Additionally, TPR also prepared the students for other skills such as reading, writing and speaking. This implies that the English teacher could use TPR continuously to familiarize the students with it and maximize the positive result of using TPR.

C. Suggestions

With regards to this research, the researcher proposes some suggestions that directed to the English teacher and other researcher as follows.

1. To the English teachers at Primary School

The English teacher should try implementing Total Physical Response to teach listening to children. Since children have short attention span, the teacher should also be creative in using the media and implementing other fun activities so that the students will not easily get bored during the teaching and learning activity. It is also necessary for the teacher to provide the students with rich English exposure that could be done by using classroom English, writing the classroom rules in English, attaching English posters and so forth.

2. To other researchers who are interested in the same field

The research only focuses on improving students' listening skill through TPR for the third grade Primary School students. Therefore, other researchers may conduct researches on the use of TPR in improving other aspect of teaching such as classroom

management in the higher level. The result of this study can be used as a reference for them who want to conduct similar study.

3. To the materials developers

Since English is taught as an extracurricular to grade one to three Primary School students, the coursebooks and materials were still limited and sometime do not appropriately developed. The material developers may take the benefits of teaching English through TPR and develop TPR-based materials using theme-based syllabus for grade one to three Primary School.

4. To English Education Department Students

TPR can be used by the English education department students to design fun activities when they have teaching practice. For the students who take English for Children concentration, TPR can be used as effective method in teaching listening when they have practicum.

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APPENDICES

APPENDIX A

COURSE GRID

**The Course Grid of Improving the Third Grade Students' Listening Skills through the Total Physical Response
at SD Gambiranom in the Academic Year of 2012/2013**

No	Theme	Learning Materials			Cycle	Action	TPR Activities	TPR Purpose	Learning Source and Media
		Language Function	Vocabulary	Grammar					
1	My body	Giving instruction Expression: -Open your eyes, clap your hands, touch your face, open your mouth, tweak your ears, stomp your legs.	Noun Parts of body: Head /hed/ Face /feɪs/ Ear /ɪər/ Eye /aɪ/ Mouth /maʊθ/ Nose /nəʊz/ Hand /hænd/ Feet/leg/ Shoulder /ʃəʊldə r/ / Stomach/ɪstəmk/ Verb: Touch /tʌtʃ/ Nod /nɒd/ Shake /eɪk/ Clap /klæp/ Tweak /twi:k/ Close /kləʊz/ Open /əpən/ Stomp /stɒmp/ Wave /weɪv/ Cover/'kʌvər/	Imperative V + N -Open your eyes. -Touch your face. -Wave your hands.	1	1	Opening: - T greets Ss, leads the prayer and takes attendance. - T and Ss sing <i>Hello</i> song. - T states what they are going to learn and the goal of the lesson. Review: - T reviews the previous materials about <i>Occupation</i> given by the English teacher. - T asked probing questions related to <i>Part of body</i> as the theme that will be learnt. - T asks Ss to listen to <i>Hokey pokey</i> song. - T asks Ss to mentions parts of body they hear from the song.	1. Listening for enjoyment 2. Listening to: -Improve memory and concentration span -The use of action verbs, e.g. nod, shake, clap, blow, stomp, etc. -‘Stir’ pupils, make them more lively, relieve boredom etc. -Consolidate new vocabulary and structures	Song <i>Hokey pokey</i> Game <i>Simon says</i> Pictures Parts of body A poster

						<ul style="list-style-type: none"> - T asks Ss to listen and repeat after her parts of body found in the song. - T reinforces Ss' vocabularies about parts of body and introduces some new words gradually and one after another using the real objects. - T mentions some parts of body while the Ss are asked to stick the corresponding pictures. (Listen and attach) - T acts out some instructions as the model for the Ss, while Ss listen and watch T. (Touch your nose, touch your head, etc.) - Ss are asked to listen and touch their body parts to check Ss' understanding in the new vocabularies. <p>New commands:</p> <ul style="list-style-type: none"> - T introduces new 		
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						<p>instructions and performs the actions for several times.</p> <ul style="list-style-type: none"> - T says the instructions and performs the actions with Ss. <p>Role reversal:</p> <ul style="list-style-type: none"> - T writes the instructions on the board, read them and act them out. - Together with T, Ss are asked to pronounce the instructions and act them out. - T asks Ss to say the instructions and perform the actions on their own. T observes Ss' performance. - T divides Ss in groups and asks them to play <i>Simon says</i> game. In turn each group becomes the one who give instructions to the other groups. <p>Reading and writing:</p> <ul style="list-style-type: none"> - T writes the words 		
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							<p>about parts of body and reads them. T asks them to repeat after her.</p> <ul style="list-style-type: none"> - T asks Ss to pronounce them. - Ss do <i>Listen and Choose the Correct Pictures</i> on their worksheets. <p>Closing:</p> <ul style="list-style-type: none"> - T summarizing and reflecting the teaching and learning process. - T and Ss say closing prayer. - T and Ss sing <i>Goodbye</i> song. 		
2	Around the school	<p>Giving simple direction</p> <p>Expression:</p> <ul style="list-style-type: none"> -Go ahead -Pass the library -Turn left -Turn right 	<p>Noun</p> <p>Rooms in the school:</p> <p>Classroom /kls.rum/</p> <p>Library /la.brər.i/</p> <p>Mosque /msk/</p> <p>Toilet /t.lət/</p> <p>Canteen /kæntin/</p> <p>Teacher room /ti.tər / /rum/</p> <p>Yard /jd/</p> <p>Verb:</p> <p>Turn /tn/</p>	<p>Imperative</p> <p>V+N</p> <ul style="list-style-type: none"> -Pass the library. <p>V+Adv</p> <ul style="list-style-type: none"> -Turn left. -Turn right. 	2	3	<p>Opening:</p> <ul style="list-style-type: none"> - T greets Ss, leads the prayer and takes attendance. - T and Ss sing <i>Hello</i> song. - T states what they are going to learn and the goal of the lesson. <p>Review:</p> <ul style="list-style-type: none"> - T reviews the previous materials about <i>Parts of body</i>. 	<p>1. Listening for enjoyment</p> <p>2. Listening to</p> <ul style="list-style-type: none"> -improve memory and concentration span - The use of action verbs, e.g. turn, go, etc. - ‘stir’ pupils, make them more lively, relieve boredom etc. - consolidate new vocabulary and 	<p>School maps</p> <p>Public signs</p> <p>Rooms realia</p> <p>Game:</p> <p><i>Simon says</i></p>

			<p>Walk /w□□k/ Go /gə□/ Pass /p□□s/</p> <p>Adverb Left/left/ Right /raɪt/</p>			<ul style="list-style-type: none"> - T introduces Ss with <i>Around my school</i> theme by having chatting and asking probing questions. - T shows Ss their school map and asks Ss what rooms they find in the map. - T gives feedbacks and introduces some new words gradually and one after the other. - T asks the Ss to listen and repeat after her the new words. - T mentions the name of rooms in the schools and asks Ss to point to the correct room. (T uses Throw the ball game) - T put the name of the rooms beside the corresponding pictures. - T pronounces the name of the rooms and Ss repeat after her again. <p>New commands: - T asks probing</p>	<p>structures -Listening to encourage mental activity and problem solving</p>	
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						<p>questions as the transition to introduce Ss to giving direction function.</p> <ul style="list-style-type: none"> - T makes use of public signs and school realia to teach Ss directions. - T shows Ss the public signs, says the instructions and acts them out. - T asks Ss to act the instructions out with her. - Using the school realia, T asks Ss to go to a room from a certain room based on her directions. <p>Role reversal:</p> <ul style="list-style-type: none"> - T drills Ss how to pronounce the instructions while they are acting out the instructions. - T divides Ss in groups and asks them to play Simon says game. In turn each group becomes the ones who give instructions 		
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							to the other groups.		
							Reading and writing: <ul style="list-style-type: none"> - T reads the name of the rooms in the school map and asks Ss to repeat after her. - T asks Ss to do <i>Listen and Draw</i> a route. Closing: <ul style="list-style-type: none"> - T summarizing and reflecting the teaching and learning process. - T and Ss say closing prayer. 		
3	Around the classroom	Giving Instruction Expression: -Sit down on the chair. -Open your bag. -Read the book. -Take the pencil. -Draw a line.	Noun Classroom objects -Pencil/pen t ʃ ə l/ -Pen/pen/ -Table/teɪ. bl / -Chair/tʃeə r / -Eraser/'reɪ. zə r / -Book/bʊk/ -Bag/bæg/ Verb: -Sit/sɪt/ -Put/pʊt/ -Take/teɪk/ -Open/əp. ə n/ -Close/kləʊz/	Imperative: V + N -Read the book. -Open your bag. -Draw a line. -Take the pencil.	1	2	Opening: <ul style="list-style-type: none"> - T greets Ss, leads the prayer and takes attendance. - T and Ss sing <i>Hello</i> song. - T states what they are going to learn and the goal of the lesson. Review: <ul style="list-style-type: none"> - T reviews the previous materials about <i>School</i>. - T and Ss listen to and sing <i>School, school, School</i> song. 	1. Listening for enjoyment 2. Listening to: - improve memory and attention span. - the use of preposition e.g. on, in, at, etc. and action verbs, e.g. put, take, sit, open, etc. - to 'stir' pupils, make them more lively and relieve boredom. - to consolidate new vocabulary and structures.	Song: <i>School, school, school</i> Real objects: Classroom objects Pictures Stationery Game: <i>Simon says</i>

			<p>-Read/ri:d/</p> <p>Preposition:</p> <p>-In/□n/</p> <p>-On/□n/</p> <p>-At/æt/</p>			<ul style="list-style-type: none"> - After listening to the song, T asks Ss to mention what classroom objects found in the song. - T shows some pictures of stationery to the pupils. - T mentions the name of the corresponding pictures while Ss listen to T asks the Ss to listen and repeat after her the name of the stationery. - T asks Ss to play <i>Throw the ball and attach</i> game. T mentions the name of the stationery and Ss are asked to attach the correct pictures - T acts out some instructions as the model for the Ss, while Ss listen and watch T. (take the book, take the pencil etc.) - Ss are asked to take their stationery on the table by doing listen and do activity 		
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						<p>together with T. (take the book, take the pencil, take the... (name of the stationery)).</p> <p>New commands:</p> <ul style="list-style-type: none"> - T models some new commands with new verbs and says the instructions. - Ss listen to T's instruction and watch her actions. - Ss together with T say the instructions and act them out. <p>Role reversal:</p> <ul style="list-style-type: none"> - T writes the new instructions on the board and read them. - T asks Ss to listen and repeat the instructions. - T asks Ss to say the instructions and act them out by themselves. - T divides Ss in groups and asks them to play <i>Simon says</i> game. 		
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							Reading and writing: <ul style="list-style-type: none"> - T writes and reads the name of the stationery. Ss are asked to listen and repeat after her. - T asks Ss to say the name of the stationery on their own. - Ss do <i>Listen and Draw</i> on their worksheets. Closing: <ul style="list-style-type: none"> - T summarizing and reflecting the teaching and learning process. - T and Ss say closing prayer. - T and Ss sing <i>Goodbye</i> song. 		
4	Things we wear	Giving instruction Expression: -You will go to the school, wear your shirt, wear your short, put on your sock, put on your shoes, wear your belt, take on	Noun Clothes: Shorts /□□□ts/ Shirt /□□□t/ T-shirt /□ti□.□□□t/ Dress /dres/ Skirt /sk□□t/ Cap /kæp/ Tie /ta□/ Shock /s□k/ Shoes /□u□s/ Belt /belt/	Imperative V+N -Wear your shirt. -Wear your short. -Take off your cap.	2	1	Opening: <ul style="list-style-type: none"> - T greets Ss, leads the prayer and takes attendance. - T and Ss sing <i>Hello</i> song. - T states what they are going to learn and the goal of the lesson. Review: <ul style="list-style-type: none"> - T reviews the 	1. Listening for enjoyment 2. Listening to improve memory and concentration span - the use of action verbs, e.g. wear, take off, put on etc. - 'stir' pupils, make them more lively, relieve boredom etc.	Song: <i>My clothes</i> Pictures: Clothes Real objects: Shirt, short, sock, shoes Paper doll

		your cap.	Verb: Wear /weə r / Take on /teɪk.ɒn/ Take off /teɪk.ɒf/ Put on /pʊt.ɒn/ Put off /pʊt.ɒf/			previous materials about <i>My Classroom</i> . - T introduces the <i>Things we wear</i> theme and asks Ss listen to and sing <i>My clothes</i> song. - T asks Ss to mention what clothes found in the song. - T introduces some new words gradually and one after the other using real objects and pictures. - T mentions the name of the corresponding pictures and asks the Ss to listen and repeat after her. - T mentions the name of the clothes and Ss are asked to attach the correct pictures using <i>Throw the ball</i> game. - T pronounces the name of the clothes and Ss repeat after her again. - T acts out some instructions as the model for the Ss, while Ss listen and	- consolidate new vocabulary and structures	Game: <i>Simon says</i> <i>Throw the ball</i>
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						<p>watch T. (touch the shirt, touch the skirt, touch the shoes, touch the shocks, etc.)</p> <ul style="list-style-type: none"> - Ss are asked to do listen and do activity together with T. (touch your skirt, touch your shorts, etc.) <p>New commands:</p> <ul style="list-style-type: none"> - T gives each Ss a set of paper dolls and asks Ss to say the name of the pictures of clothes they get. - T introduces some new instructions and acts them out by dressing up the doll. Ss listen to T's instruction and watch her performance. - Together and with the instructions from T, Ss dress their paper doll up. <p>Role reversal:</p> <ul style="list-style-type: none"> - For several times, T drills Ss how to pronounce the 		
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							<p>instructions while they are dressing up their paper dolls.</p> <p>- T divides Ss in groups and asks them to play <i>Simon says</i> game.</p> <p>Reading and writing:</p> <p>- T writes the name of clothes on the board, reads them and asks Ss to repeat after her.</p> <p>- T asks Ss to read the words on their own.</p> <p>- Ss do <i>Listen and Dress up</i> Activity.</p> <p>Closing:</p> <p>- T summarizing and reflecting the teaching and learning process.</p> <p>- T and Ss say closing prayer.</p> <p>- T and Ss sing <i>Goodbye</i> song.</p>		
5	Sport	<p>Giving instruction</p> <p>Expression:</p> <p>-Go jogging.</p> <p>-Play football.</p> <p>-Play tennis.</p> <p>-Play volleyball.</p>	<p>Noun</p> <p>Football/'fʊt.bɔ:l/ Swimming/ˈswɪm.ɪŋ/ Basketball/'bɔ:skɪt.bɔ:l/</p>	<p>Imperative V+N</p> <p>-Play football.</p> <p>-Go swimming.</p>	2	2	<p>Opening:</p> <p>- T greets Ss, leads the prayer and takes attendance.</p> <p>- T and Ss sing <i>Hello</i> song.</p> <p>- T states what they are</p>	<p>1. Listening for enjoyment</p> <p>2. Listening to</p> <p>- improve memory and concentration span</p> <p>- the use of action</p>	<p>Song:</p> <p><i>How about you</i></p> <p>Game:</p> <p><i>Simon says</i></p> <p><i>Throw the ball</i></p>

		-Play golf. -Go swimming. -Go cycling. -Play basketball.	Badminton/'bæd.mɪn.tən/ Jogging/ˈdʒɒŋ.ɪŋ/ Archery/'ɑː.tə.ri/ Walking/'wɔːkɪŋ/ Baseball/'beɪs.bɔːl/ Volleyball/'vɒl.i.bɔːl/ / Golf/gɒlf/ Cycling/'saɪ.klɪŋ/ Verb: Play/pleɪ/ Go/gəʊ/			going to learn and the goal of the lesson. Review - After reviewing the previous materials about <i>Clothes</i> , T asks Ss probing questions about <i>Sport</i> . - T and Ss listen to <i>How about you</i> song. - T asks Ss to mention kinds of sport found in the song and what sport the Ss like. - T reinforces SS' vocabularies about sport and introduces some new words gradually and one after the other using pictures. - T asks Ss to repeat after her the new vocabularies. - T checks Ss understanding on the new vocabularies being introduced by asking Ss to do listen and attach using <i>Throw the ball</i> game. (Attach	verbs, e.g. run, walk, ride, throw, strike, hit, etc. - 'stir' pupils, make them more lively, relieve boredom etc. - consolidate new vocabulary and structures	Pictures: Kinds of sport
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						<p>volleyball picture, attach football picture, etc.)</p> <ul style="list-style-type: none"> - Again, T sings How about you song and performing the actions. Ss watch and listen to T. - Ss sing the song and perform the actions. <p>New command</p> <ul style="list-style-type: none"> - T says and acts out some new instructions as the model for Ss. - For several times, Ss are asked to do some actions together with T by listening to T instructions. <p>Role Reversal:</p> <ul style="list-style-type: none"> - T writes the instructions on the board and read them while acting them out. - Together with T, Ss perform the actions and pronounce the corresponding instructions. - Ss are asked to mention the 		
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							<p>instructions and perform the actions on their own.</p> <ul style="list-style-type: none"> - T divides Ss in groups and asks them to play Simon says game. In turn each group becomes the ones who give instructions to the other groups. <p>Reading and Writing</p> <ul style="list-style-type: none"> - T writes the words about parts of body and reads them. - T asks Ss to listen and repeat after her. - Ss do listening comprehension test. <p>Closing:</p> <ul style="list-style-type: none"> - T summarizing and reflecting the teaching and learning process. - T and Ss say closing prayer. - T and Ss sing <i>Goodbye</i> song. 		
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APPENDIX B

LESSON PLANS

Lesson Plan

School	: SD N Gambiranom
Grade/semester	: III B / I
Subject	: English
Time Allocation	: 2 x 35 minutes
Skills	: Listening
Theme	: Parts of body
Method	: TPR

A. Goal

By the end of the lesson, Students are expected to be able to respond to instructions through physical actions correctly and appropriately.

B. Indicators

Students are able to:

1. Listen to and sing *Hokey pokey* song while performing the actions.
2. Recognize new vocabularies about parts of body found in the song.
3. Listen and repeat after the teacher.
4. Understand new words and chunks (instruction).
5. Listen and follow instructions through actions correctly.
6. Involve and participate in the TPR game by responding to instructions through actions correctly and independently.
7. Do follow up activity correctly.

C. Learning materials

1. **Language function** : Giving instruction

Instructions	Pronunciation	Responses	
		Physically	Orally
Nod your head.	/nɒd//jɪ: r//hed/	Ss nod their heads	Yes ma'am. (/jes//mɑ:m/)
Shake your head.	/ʃeɪk//jɪ: r//hed/	Ss shake their heads	

Close your eyes.	/kləʊz/jɜ: r//aʊs/	Ss close their eyes
Open your eyes.	/'əʊ.p ə n/c/aʊs/	Ss open their eyes
Cover your nose.	/'kʌv.ə r//jɜ: r//nəʊz/	Ss cover their noses
Open your mouth.	/'əʊ.p ə n//''əʊ.p ə n//maʊθ/	Ss open their mouths
Close your mouth.	/kləʊz/jɜ: r//maʊθ/	Ss close their mouths
Tweak your ears.	/twi:k/jɜ: r//ə r s/	Ss tweak their ears
Raise your shoulder.	/reɪz/jɜ: r//''əʊl.də r/	Ss raise their shoulders
Wave your hands.	/weɪv//jɜ: r//hænds/	Ss wave their hands
Raise your hand.	/reɪz/jɜ: r//hænd/	Ss raise their hands
Clap your hand.	/klæp//jɜ: r//hænd/	Ss clap their hands
Touch your stomach.	/tʌt//jɜ: r//''stəm.ək/	Ss touch their stomach
Stomp your feet.	/stɒmp//jɜ: r//fi:t/	Ss stomp their feet

2. Vocabulary list

Noun	Verb
Head /hed/	Touch /tʌt/
Face /feɪs/	Nod /nɒd/
Ear /ɪə r /	Shake /eɪk/
Eye /aɪ/	Clap /klæp/
Mouth /maʊθ/	Tweak /twi:k/
Nose /nəʊz/	Close /kləʊz/
Hand /hænd/	Open /əʊ.p ə n/
Feet/fi:t/	Stomp /stɒmp/

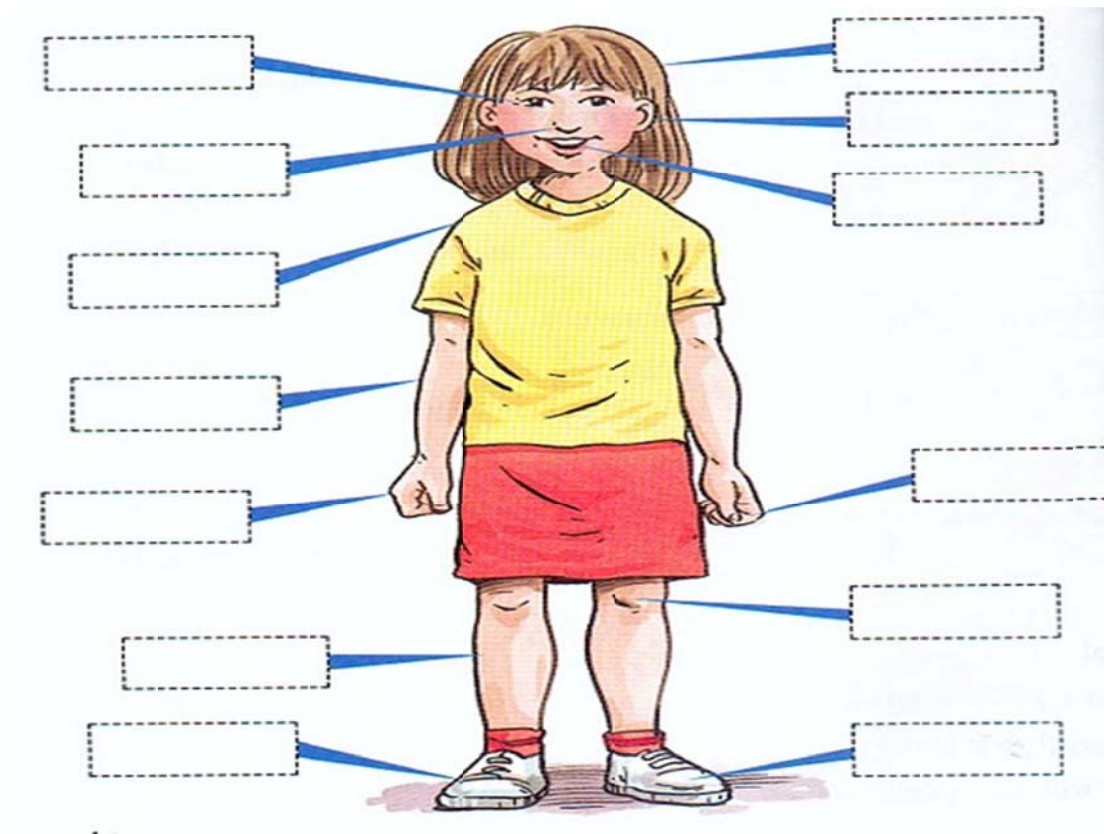
Shoulder /ʃəʊl.də r / Touch /tʌtʃ/

3. Grammar

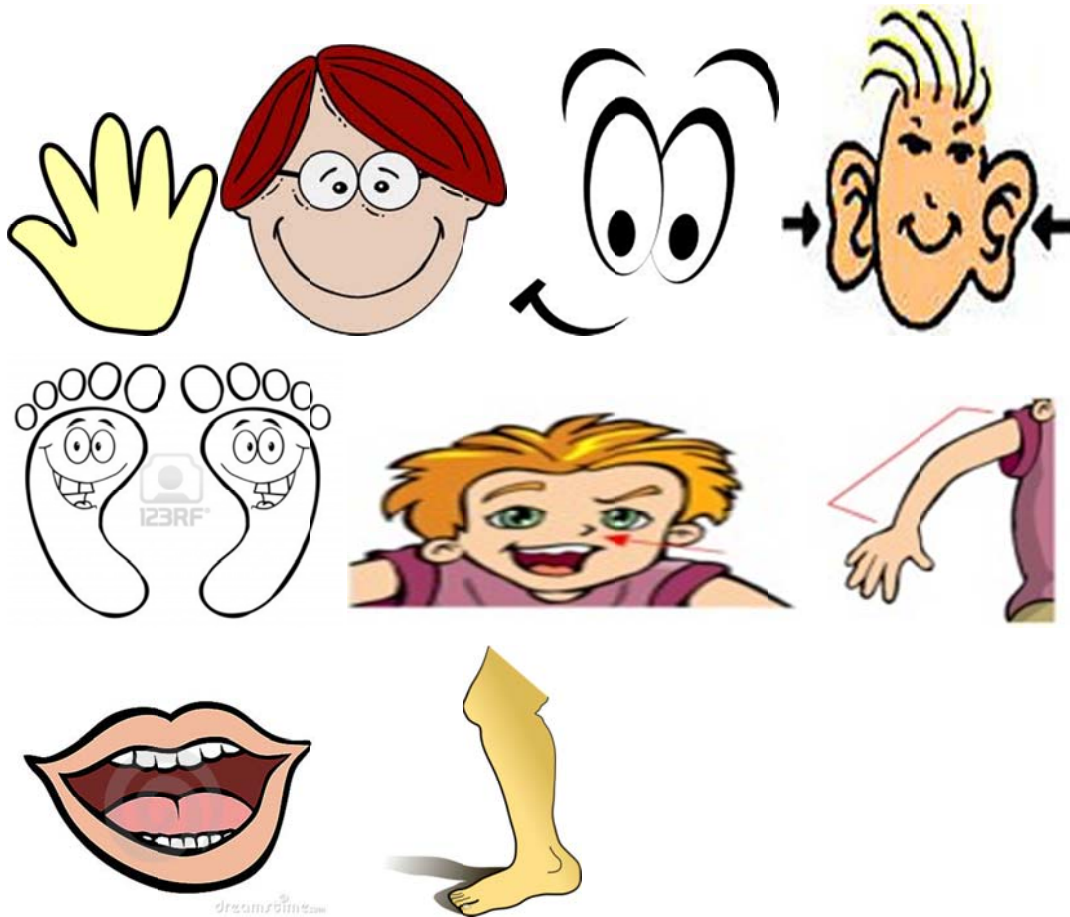
Imperative: Verb + Noun

D. Learning sources and media

1. *Hokey pokey song*
2. *Real objects*
3. *A poster*



4. Pictures



5. Simon says game

Procedure of playing the game:

- a) T stands a few meters away facing Ss.
- b) T calls out a command such as *Simon says touch your nose* and Ss must do what T says.
- c) T calls out a second command such as *Clap your hands* and leaves out *Simon says*. If Ss do the action they are out.
- d) In the role reversal stage, some Ss may act as T and give some commands to their friends.

E. Stages in Teaching and Learning

TPR: Review, New command, Role reversal, Reading & Writing

No	Procedure		Activity	Time allocation
1	Opening		1. T greets Ss and leads the students to pray together. T together with Ss sing <i>Hello</i> song. 2. T takes class attendance. 3. T states the activities they are going to do and the goal of the lesson.	5'
2	Stages of Total Physical Response	Review	1. T reviews the previous materials about <i>occupation</i> given by the English teacher. 2. T asked probing questions related to <i>Part of body as</i> the theme that will be learnt. 3. T asks Ss to listen to <i>Hokey pokey</i> song. 4. T asks Ss to mentions parts of body they hear from the song. 5. T asks Ss to listen and repeat after her parts of body found in the song. 6. T reinforces Ss' vocabularies about parts of body and introduces some new words gradually and one after another using the poster and real objects.	15'

			<p>7. T acts out some instructions as the model for the Ss, while Ss listen and watch T. (Touch your nose, touch your head, etc.)</p> <p>8. Ss are asked to listen and touch their body parts to check Ss' understanding in the new vocabularies.</p>	
		New commands	<p>1. T introduces new instructions (hands. Clap your hands (clapping hands).) Ss listen and watch T.</p> <p>2. For several times, Ss are asked to do some actions together with the T by listening to the T instructions.</p>	15'
		Role reversal	<p>1. T writes the instructions on the board and read them while acting them out.</p> <p>2. Together with T, Ss perform the actions and pronounce the corresponding instructions.</p> <p>3. Ss are asked to mention the instructions and perform the actions on their own.</p> <p>4. T divides Ss in groups and asks them to play <i>Simon says</i> game. In turn each group becomes the ones who give instructions to the other groups.</p>	15'
		Reading and Writing	<p>1. T writes the words about parts of body beside the corresponding picture and reads them.</p> <p>2. T asks Ss to listen and repeat after her.</p>	15'

		3. Ss do crossword puzzle on their worksheets.	
3	Closing	<p>1. Summarizing : T asks the Ss what they have learnt and what new knowledge they got from the lesson.</p> <p>2. Reflection : T asks the Ss to express their feeling during the lesson, their opinion about the teaching and learning process, the materials presented whether too difficult or too easy.</p> <p>3. T asks Ss to say the closing prayer.</p> <p>4. T and Ss sing good bye song together.</p>	5'

F. Assessment

Technique: TPR

Rating system

Score	Descriptions
9.0-10.0 Excellent	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students have willingness to volunteer himself to give instructions to the others in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>
8.0-8.9 Good	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students are able to give instructions to the other in role reversal stage with not completely correct sentences.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>

7.0-7.9 Fair	<p>Students take a quite long time to respond but are able to understand and respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activities.</p>
6.0-6.9 Below average	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given with some mistakes.</p> <p>Students are not engaged in some classroom activities.</p>
<5.0-5.9 Poor	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are not able to complete the task given.</p> <p>Students are not engaged in all classroom activities.</p>





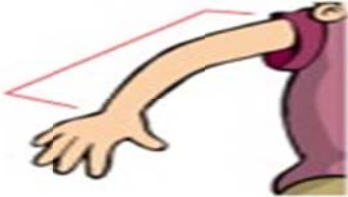

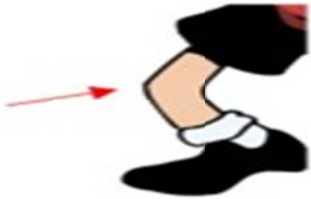



H. Appendix

LET'S LISTEN

Gurumu akan menyebutkan bagian-bagian tubuh yang ada didalam gambar. Dengarkan baik-baik dan pilihlah gambar yang benar.
 Listen carefully and choose the correct picture.



Name: _____		
Number: _____		
1	a.  _____	b.  _____
2	a.  _____	b.  _____
3	a.  _____	b.  _____
4	a.  _____	b.  _____
5	a.  _____	b.  _____
6	a. _____	b. _____

		
7	a. 	b. 
8	a. 	b. 
9	a. 	b. 
10	a. 	b. 

G. Refference

Jean Brewster and Gail Ellis, The Primary English Teacher's Guide New Edition.
2004:250

<http://www.123listening.com>

<http://www.mes-english.com>

Lesson Plan

School : SD N Gambiranom
 Grade/semester : III B / I
 Subject : English
 Time Allocation : 2 x 35 minutes
 Skills/language focus: Listening
 Topic : Around the school
 Method : TPR

A. Goal

By the end of the lesson, Students are expected to be able to understand and follow instructions.

B. Indicators

Students are able to:

1. Recognize and understand new vocabularies about the name of some buildings in the school.
2. Listen and repeat after the teacher.
3. Understand new words and chunks (instruction).
4. Listen and follow instructions through actions correctly.
5. Involve and participate in the TPR game by responding to instructions through actions correctly and independently.
6. Do follow up activity correctly.

C. Learning materials

1. **Language function** : Giving direction

Instructions	Pronunciation	Responses	
		Physically	Orally
Pass the library	/pɑːs//ðiː/ 'laɪ.brər.i/	(Using the school realia)	Yes ma'am.

		Ss pass the library	(/jes//m□:m/)
Go ahead	/gə□//ə□hed/	Ss keep walking	
Turn left	/t□:n//left/	Ss turn left	
Turn right	/t□□n /ra□t/	Ss turn right	
Walk through the corridor	/w□:k//θru://ði:/ 'k□r.□.d□: r /	Ss walk through the corridor	

2. Vocabulary list : Things around the school

Noun	Verb
Classroom /'kl□:s.ru'm/	- Turn /t□□n/
Library /□la□.brər.i/	- Walk /w□□k/
Mosque /m□sk/	- Go /gə□/
Toilet /□t□□.lət/	- Pass /p□□s/
Canteen /kæn□ti□n/	- Turn /t□□n/
Teacher room /□ti□.t□ə r / /ru□m/	- Walk /w□□k/
Yard /j□□d/	- Go /gə□/

3. Grammar: Imperative

a. V+N

-Pass the library.

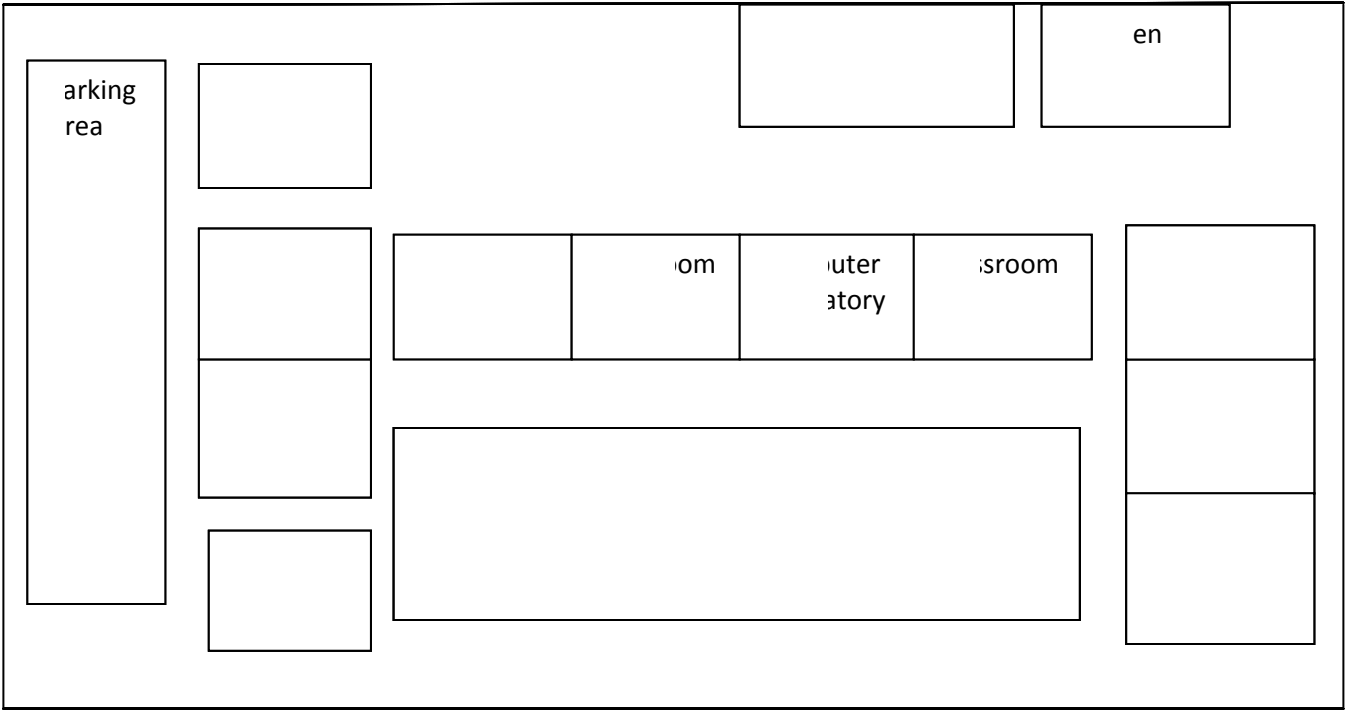
b. V+Adv

-Turn left.

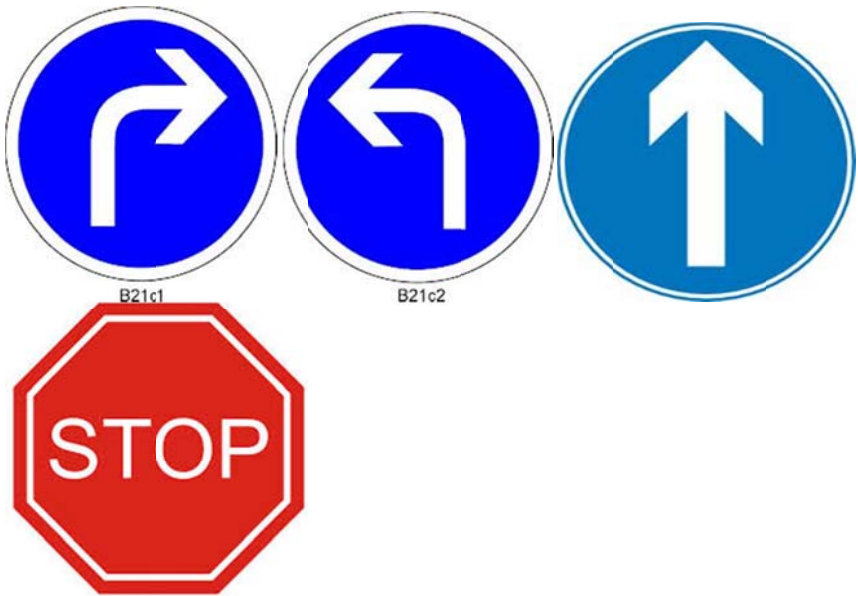
-Turn right.

D. Learning Sources and Media

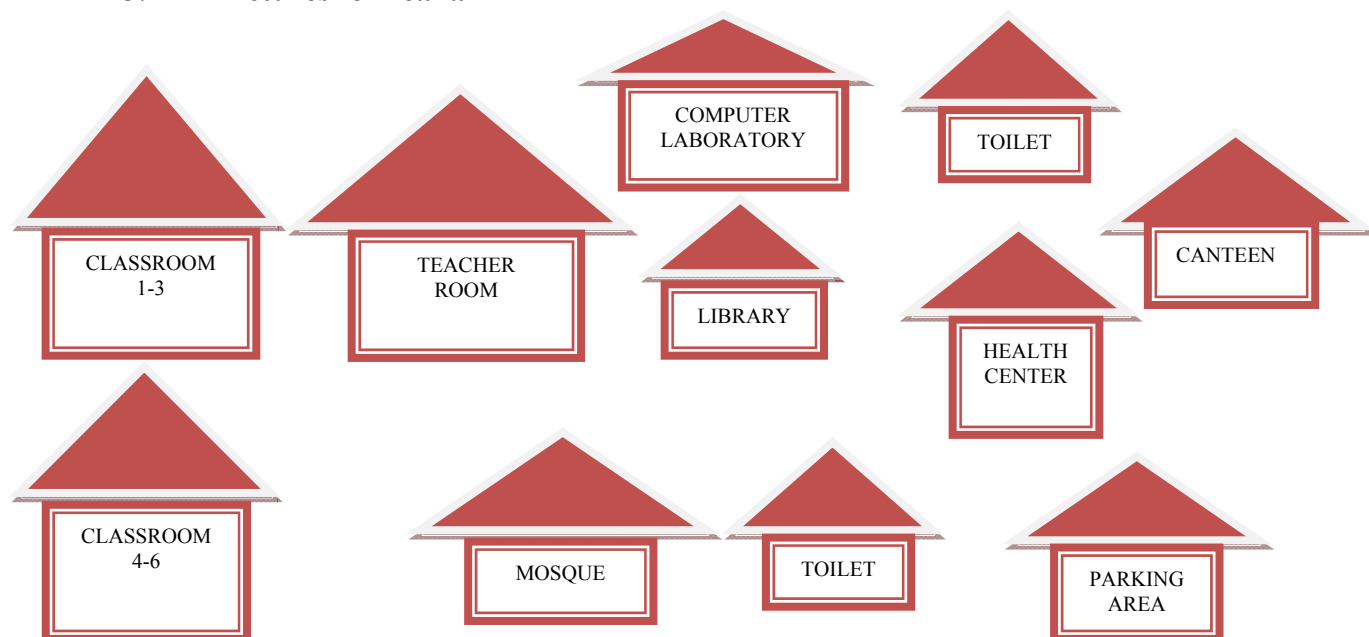
1. School map



2. Public sign



3. Pictures for realia



4. *Simon Says* game

Procedure of playing the game:

- a) T stands a few meters away facing Ss.
- b) T calls out a command such as *Simon says touch your nose* and Ss must do what T says.
- c) T calls out a second command such as *Clap your hands* and leaves out *Simon says*. If Ss do the action they are out.
- d) In the role reversal stage, some Ss may act as T and give some commands to their friends.

E. Stages in learning / technique

TPR: Review, New command, Role reversal, Reading & Writing

No	Procedure		Activity	Time allocation
1	Opening		1. T greets students and leads the students to pray together. T together with Ss sing <i>Hello</i> song. 2. T takes class attendance. 3. T states the activities they are going to do and the goal of the lesson.	5'
2	TPR Activity	Review	1. T reviews the previous materials about <i>Parts of body</i> . 2. T introduces Ss with <i>Around my school</i> theme by having chatting and asking probing questions. 3. T shows Ss their school map and asks Ss what rooms they find in the map. 4. T gives feedbacks and introduces some new words gradually and one after the other. 5. T asks the Ss to listen and repeat after her the new words. 6. T mentions the name of rooms in the schools and asks Ss to point to the correct room. (T uses <i>Throw the ball</i> game)	15'

			<p>7. T puts the name of the rooms beside the corresponding pictures.</p> <p>8. T pronounces the name of the rooms and Ss repeat after her again.</p>	
		New command	<p>1.T asks probing questions as the transition to introduce Ss to giving direction function.</p> <p>2.T makes use of public signs and school realia to teach Ss directions.</p> <p>3.T shows Ss the public signs, says the instructions and acts them out.</p> <p>4.T asks Ss to act the instructions out with her.</p> <p>5.Using the school realia, T asks Ss to go to a room from a certain room based on her directions.</p>	15'
		Role reversal	<p>1.T drills Ss how to pronounce the instructions while they are acting out the instructions.</p> <p>2.T divides Ss in groups and asks them to play <i>Simon says</i> game. In turn each group becomes the ones who give instructions to the other groups.</p>	15'
		Reading and writing	<p>1.T reads the name of the rooms in the school map and asks Ss to repeat after her.</p>	15'

		2.T asks Ss to do Listen and Draw on their worksheet.	
3	Closing	<p>1. Summarizing : T asks the Ss what they have learnt and what new knowledge they got from the lesson.</p> <p>2. Reflection : T asks the Ss to express their feeling during the lesson, their opinion about the teaching and learning process, the materials presented whether too difficult or too easy. T may also ask the Ss about their suggestions and opinions for the future course betterment.</p> <p>3. T asks one of the Ss to lead the closing prayer.</p> <p>4. T and Ss sing good bye song together.</p>	5'

F. Assessment

Technique: TPR

Rating system

Score	Descriptions
9.0-10.0 Excellent	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students have willingness to volunteer himself to give instructions to the others in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>

8.0-8.9 Good	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students are able to give instructions to the other in role reversal stage with not completely correct sentences.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>
7.0-7.9 Fair	<p>Students take a quite long time to respond but are able to understand and respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activities.</p>
6.0-6.9 Below average	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given with some mistakes.</p> <p>Students are not engaged in some classroom activities.</p>
<5.0-5.9 Poor	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are not able to complete the task given.</p> <p>Students are not engaged in all classroom activities.</p>

G. Appendix

1) Instructions for Listen and Draw a Route

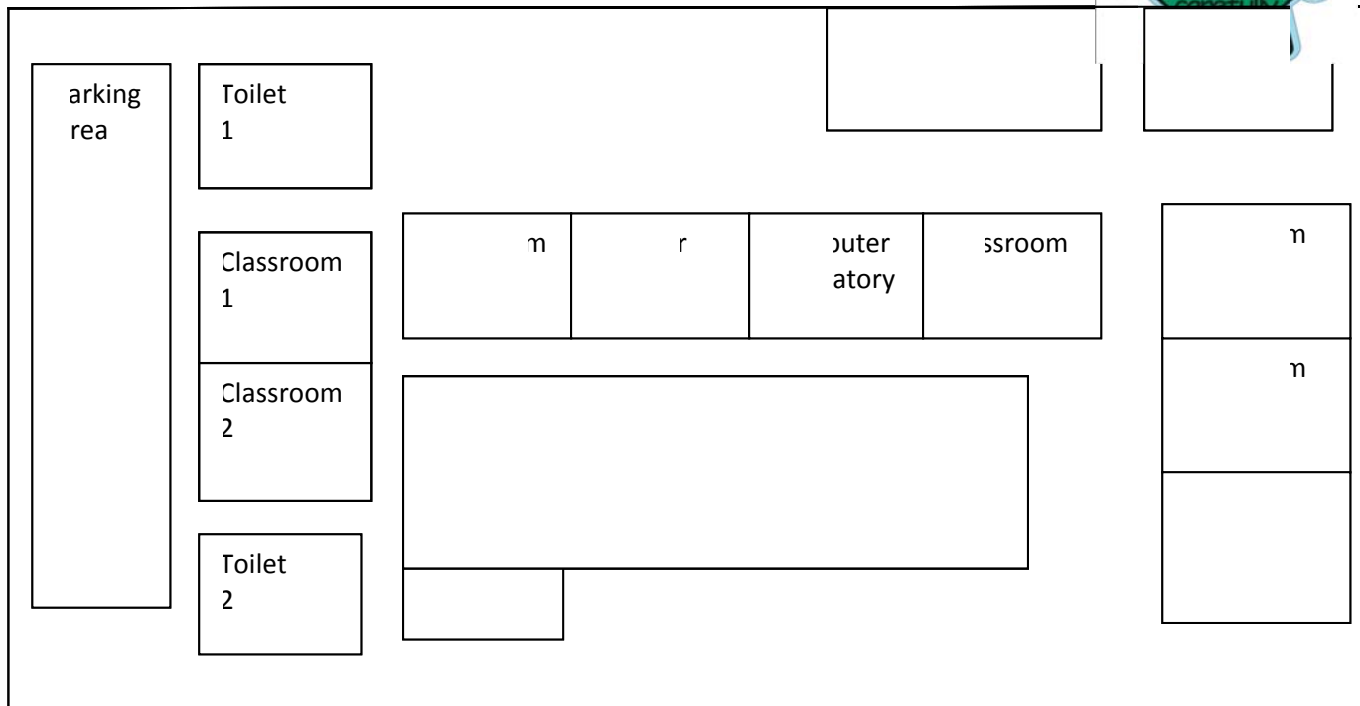
- a. Go to Toilet 2
- b. Walk through classroom 2
- c. Turn right
- d. Pass classroom 3, teacher's room and classroom 4
- e. Turn left

f. Go to Classroom 5

2) Students' task

LET'S LISTEN AND DRAW A ROUTE

Gurumu akan menyebutkan beberapa perintah. Ikuti perintah gurumu dengan menggambar garis.



H. Refference

Jean Brewster and Gail Ellis, The Primary English Teacher's Guide New Edition.

2004:250

<http://www.123listening.com>

Lesson Plan

School	: SD N Gambiranom
Grade/semester	: III B / I
Subject	: English
Time Allocation	: 2 x 35 minutes
Skills	: Listening
Theme	: Stationery
Method	: TPR

A. Goal

By the end of the lesson, Students are expected to be able to respond to instructions through actions correctly and appropriately.

B. Indicators

Students are able to:

1. Listen to and sing *School, school, school* song and recognize new vocabularies about things around the classroom.
2. Listen and repeat after the teacher.
3. Understand new words and chunks (instruction).
4. Listen and follow instructions through actions correctly.
5. Involve and participate in the TPR game by responding to instructions through actions correctly and independently.
6. Do the follow up activity.

C. Learning materials

1. **Language function** : Giving instruction

Instructions	Pronunciation	Responses	
		Physically	Orally
Open your bag.	/'əp.ə n/jɪ: r //bæg/	Ss open their bags	Yes ma'am. (/jes//mɑ:m/)

Take your book.	/teɪk/jɜːr//bʊk/	Ss take their books
Open your book.	/'əpən/jɜːr//bʊk/	Ss open their books
Take your pencil case.	/teɪk/jɜːr//pen t̩s ə l//keɪs/	Ss take their pencil cases
Take your pencil.	/teɪk/jɜːr//pen t̩s ə l/	Ss take their pencils
Take your eraser.	/teɪk/jɜːr//reɪsə/	Ss take their erasers
Write your name.	/raɪt/jɜːr//neɪm/	Ss write their name
Draw a pen.	/draʊ//eɪ//pen/	Ss draw a pen
Read your book.	/riːd/jɜːr//bʊk/	Ss read their books
Take your ruler.	/teɪk/jɜːr//ruːlə/	Ss take their rulers
Draw a line.	/draʊ//eɪ//laɪn/	Ss draw a line
Close your book.	/kləʊz//jɜːr//bʊk/	Ss close their books
Put your book.	/pʊt/jɜːr//bʊk/	Ss put their books

2. Vocabulary list

Noun	Verb
Pen: /pen/	Put: /pʊt/
Pencil: /pen t̩s ə l/	Take: /teɪk/
Book: /bʊk/	Clean: /kliːn/
Bag: /bæg/	Close: /kləʊz/
Eraser: /reɪsə/	Open: /əpən/
Ruler: /ruːlə/	Read: /riːd/

Pencil case: /pen t s ə l/ /ke s/ Draw: /dr /

Scissors: /s z.əz/

Write: /ra t/

Correction pen : /kə rek. ə n/pen/ Put: /p t/

3. Grammar

Imperative: Verb + Noun

D. Learning sources

1. *School, school, school* song
2. Real stationery objects
3. Pictures



4. *Simon says* game

Procedure of playing the game:

- a) T stands a few meters away facing Ss.

- b) T calls out a command such as *Simon says touch your nose* and Ss must do what T says.
- c) T calls out a second command such as *Clap your hands* and leaves out *Simon says*. If Ss do the action they are out.
- d) In the role reversal stage, some Ss may act as T and give some commands to their friends.

E. Stages in learning / technique

TPR: Review, New command, Role reversal, Reading & Writing

No	Procedure		Activity	Time allocation
1	Opening		1. T greets Ss and leads the Ss to pray together. T together with Ss sings <i>Hello</i> song. 2. T takes class attendance. 3. T states the activities they are going to do and the goal of the lesson.	5'
2	TPR Activity	Review	1. T reviews the previous materials about school. 2. T and Ss listen to and sing School, school, School song. 3. After listening to the song, T asks Ss to mention what classroom objects found in the song. 4. T shows some pictures of stationery to the Students. T mentions the name of the corresponding pictures while Ss listen to T asks the Ss to listen and	15'

		<p>repeat after her the name of the stationery.</p> <p>5. T asks Ss to play <i>Throw the ball and attach</i> game. T mentions the name of the stationery and Ss are asked to attach the correct pictures</p> <p>6. T acts out some instructions as the model for the Ss, while Ss listen and watch T. (take the book, take the pencil etc.)</p> <p>7. Ss are asked to take their stationery on the table by doing listen and do activity together with T. (take the book, take the pencil, take the... (name of the stationery)).</p>	
	New command	<p>1. T models some new commands with new verbs and says the instructions. Ss listen to T's instruction and watch her actions.</p> <p>2. Ss together with T says the instructions and act them out.</p>	15'
	Role reversal	<p>1. T writes the new instructions on the board and read them.</p> <p>2. T asks Ss to listen and repeat the instructions after her.</p> <p>3. T asks Ss to say the instructions and act them out by themselves.</p>	15'

			4. T divides Ss in groups and asks them to play <i>Simon says</i> game. In turn each group becomes the ones who give instructions to the other groups.	
		Reading and writing	1. T writes and reads the name of the stationery. Ss are asked to listen and repeat after her. 2. T asks Ss to say the name of the stationery on their own. 3. T asks Ss to do Listen and Draw activity.	15'
3	Closing		1. Summarizing : T asks the Ss what they have learnt and what new knowledge they got from the lesson. 2. Reflection : T asks the Ss to express their feeling during the lesson, their opinion about the teaching and learning process, the materials presented whether too difficult or too easy. T may also ask the Ss about their suggestions and opinions for the future course betterment. 3. T asks one of the Ss to lead the closing prayer. 4. T and Ss sing good bye song together.	5'

F. Assessment

Technique: TPR

Rating system

Score	Descriptions
9.0-10.0 Excellent	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students have willingness to volunteer himself to give instructions to the others in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>
8.0-8.9 Good	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students are able to give instructions to the other in role reversal stage with not completely correct sentences.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>
7.0-7.9 Fair	<p>Students take a quite long time to respond but are able to understand and respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activities.</p>
6.0-6.9 Below average	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal</p>

	<p>stage.</p> <p>Students are able to complete the task given with some mistakes.</p> <p>Students are not engaged in some classroom activities.</p>
<p><5.0-5.9</p> <p>Poor</p>	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are not able to complete the task given.</p> <p>Students are not engaged in all classroom activities.</p>

G. Appendix

1) Instructions for Listen and Draw

1. Open your bag
2. Take your book
3. Take your pencil case
4. Take your pencil
5. Take your eraser
6. Draw a book
7. Draw a ruler
8. Draw an eraser
9. Draw a pen
10. Draw a pencil

2) Students' task

LET'S LISTEN AND DRAW

Gurumu akan menyebutkan beberapa perintah. Ikuti perintahnya dengan baik.



H. Reference

Jean Brewster and Gail Ellis, The Primary English Teacher's Guide New Edition.
2004:250

<http://www.123listening.com>

<http://www.mes-english.com>

Lesson Plan

School	: SD N Gambiranom
Grade/semester	: III B / I
Subject	: English
Time Allocation	: 2 x 35 minutes
Skills	: Listening
Theme	: Things we wear
Method	: TPR

A. Goal

By the end of the lesson, Students are expected to be able to respond to instructions through actions correctly and appropriately.

B. Indicators

Students are able to:

1. Listen to and sing *My clothes* song and recognize new vocabularies about clothes found in the song.
2. Listen and repeat after the teacher.
3. Understand new words and chunks (instruction).
4. Listen and follow instructions through actions correctly.
5. Involve and participate in the TPR game by responding to instructions through actions correctly and independently.
6. Do follow up activity correctly.

C. Learning materials

1. **Language function** : Giving instruction

Instructions	Pronunciation	Responses	
		Physically	Orally
Wear your shorts.	/weə r / jɔː r / ɔː ts/	Ss put shorts on	Yes ma'am.

		their paper dolls	(/jes//m□:m/)
Wear your shirt.	/weə r //j□: r //□□:t/	Ss put shirt on their paper dolls	
Wear your skirt.	/weə r //j□: r //sk□:t/	Ss put skirt on their paper dolls	
Wear your t-shirt.	/weə r //j□: r // 'ti: .□□:t/	Ss put t-shirt on their paper dolls	
Wear your trousers.	/weə r //j□: r // 'tra□.zəz/	Ss put trousers on their paper dolls	
Take on your shoes.	/te□k. □n//j□: r //□u:s/	Ss put shoes on their paper dolls	
Take off your shoes.	/'te□k.□f/ /j□: r //□u:s/	Ss take off the shoes from their paper dolls	
Wear your socks.	/weə r //j□: r //s□ks/	Ss put socks on their paper dolls	
Wear your jacket.	/weə r //j□: r // 'd□æk.□t/	Ss put jackets on their paper dolls	
Wear your sweater.	/weə r //j□: r // 'swet.ə r /	Ss put sweater on their paper dolls	

2. Vocabulary list

Noun	Verb
Shorts /□□□ts/	Wear /weə r /
Shirt /□□□t/	Take on/te□k.□n/
T-shirt /□ti□.□□□t/	Take off /□te□k.□f/
Dress /dres/	Put on /□p□t.□n/

Skirt /skɜːt/	Put off /pʊt.ɒf/
Cap /kæp/	
Tie /taɪ/	
Shock /ʃɒk/	
Shoes /ʃuːz/	
belt /belt/	

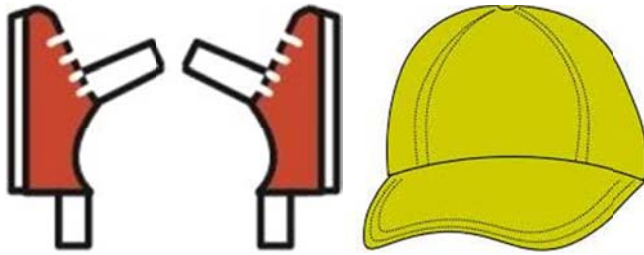
3. Grammar

Imperative: Verb + Noun

D. Learning sources

1. *My clothes song*
2. Real objects
3. Pictures





4. Paper dolls



5. *Simon says* game

Procedure of playing the game:

- a) T stands a few meters away facing Ss.
- b) T calls out a command such as *Simon says touch your nose* and Ss must do what T says.
- c) T calls out a second command such as *Clap your hands* and leaves out *Simon says*. If Ss do the action they are out.
- d) In the role reversal stage, some Ss may act as T and give some commands to their friends.

E. Stages in learning / technique

TPR: Review, New command, Role reversal, Reading & Writing

No	Procedure		Activity	Time allocation
1	Opening		1.T greets Ss and leads the Ss to pray together. T together with Ss sings <i>Hello</i> song. 2.T takes class attendance. 3.T states the activities they are going to do and the goal of the lesson.	5'
2	TPR Activity	Review	1.T reviews the previous materials about <i>My Classroom</i> . 2.T and Ss listen to and sing <i>My clothes</i> song. 3.T asks Ss to mention what clothes found in the song. 4.T introduces some new words gradually and one after the other using real objects and pictures. 5.T mentions the name of the corresponding pictures and asks the Ss to listen and repeat after her. 6.T mentions the name of the clothes and Ss are asked to attach the correct pictures using <i>Throw the ball</i> game. 7.T pronounces the name of the clothes and Ss repeat after her again.	15'

			<p>8.T acts out some instructions as the model for the Ss, while Ss listen and watch T. (touch the shirt, touch the skirt, touch the shoes, touch the shocks, etc.)</p> <p>9.Ss are asked to do listen and do activity together with T. (touch your skirt, touch your shorts, etc.)</p>	
		New command	<p>1.T gives each Ss a set of paper dolls and asks Ss to say the name of the pictures of clothes they get.</p> <p>2.T introduces and models some new instructions and says the instructions. Ss listen to T's instruction and watch her actions.</p> <p>3.Together and with the instructions from T, Ss dress their paper doll up.</p>	15'
		Role reversal	<p>1.T drills Ss how to pronounce the instructions while they are dressing up their paper dolls.</p> <p>2.T divides Ss in grouSs and asks them to play <i>Simon says</i> game. In turn each group becomes the ones who give instructions to the other grouSs.</p>	15'
		Reading and writing	<p>1.T writes the name of clothes on the board, reads them and asks Ss to repeat after her.</p>	

		<p>2.T asks Ss to read the words on their own.</p> <p>3.Ss do <i>Listen and Dress up</i>.</p>	
3	Closing	<p>1. Summarizing : T asks the Ss what they have learnt and what new knowledge they got from the lesson.</p> <p>2. Reflection : T asks the Ss to express their feeling during the lesson, their opinion about the teaching and learning process, the materials presented whether too difficult or too easy. T may also ask the Ss about their suggestions and opinions for the future course betterment.</p> <p>3. T asks one of the Ss to lead the closing prayer.</p> <p>4. T and Ss sing good bye song together.</p>	5'

F. Assessment

Technique: TPR

Rating system

Score	Descriptions
9.0-10.0 Excellent	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students have willingness to volunteer himself to give instructions to the others in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>

8.0-8.9 Good	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students are able to give instructions to the other in role reversal stage with not completely correct sentences.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>
7.0-7.9 Fair	<p>Students take a quite long time to respond but are able to understand and respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activities.</p>
6.0-6.9 Below average	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given with some mistakes.</p> <p>Students are not engaged in some classroom activities.</p>
<5.0-5.9 Poor	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are not able to complete the task given.</p> <p>Students are not engaged in all classroom activities.</p>

H. Appendix

1) Instructions for listen and dress up for the girls

- a) Take your paper doll
- b) Wear your skirt
- c) Wear your T-shirt
- d) Wear your shoes
- e) Take off your clothes
- f) Wear your trousers
- g) Wear your shirt
- h) Wear your hat

2) Instructions for listen and dress up for the boys

- a. Take your paper doll
- b. Wear your trousers
- c. Wear your shirt
- d. Wear your shocks
- e. Wear your shoes
- f. Take off your trousers and shirt
- g. Wear your shorts
- h. Wear your T-shirt

3) Students' task

LET'S LISTEN AND DRESS UP YOUR DOLLS

Gurumu akan memberikan beberapa perintah untuk memakaikan baju bonekamu. Ikuti perintah gurumu dengan baik.



G. References

Jean Brewster and Gail Ellis, The Primary English Teacher's Guide New Edition.
2004:250

<http://www.123listening.com>

<http://www.mes-english.com>

Lesson Plan

School	: SD N Gambiranom
Grade/semester	: III B / I
Subject	: English
Time Allocation	: 2 x 35 minutes (2 meetings)
Skills	: Listening
Theme	: Doing sport
Method	: TPR

A. Goal

By the end of the lesson, students are expected to be able to respond to instructions through actions correctly and appropriately.

B. Indicators

Students are able to:

1. Listen to and sing *How about you* song while performing the actions.
2. Recognize new vocabularies about sports found in the song.
3. Listen and repeat after the teacher.
4. Understand new words and chunks (instructions).
5. Listen and follow instructions through actions correctly.
6. Involve and participate in the TPR activity by responding to instructions through actions correctly and independently.
7. Do follow up activity correctly.

C. Learning materials

1. **Language function** : giving instruction

Instructions	Pronunciation	Responses	
		Physically	Orally
Play football.	/pleɪ'fʊt.bɔ:l/	Ss act as if they are	Yes ma'am.

		playing football	(/jes//m□:m/)
Go swimming.	/gə□//□sw□m.□η/	Ss act as if they are swimming	
Play basketball.	/ple□//'b□:sk□t.b□:l/	Ss act as if they are playing basketball	
Play badminton.	/ple□//'bæd.m□n.t ə n/	Ss act as if they are playing badminton	
Go jogging.	/gə□//□d□□g.□η/	Ss act as if they are going jogging	
Play archery.	/ple□//' □:t□ə.ri/	Ss act as if they are playing archery	
Go walking.	/gə□//'w□:k□η/	Ss act as if they are going walking	
Play baseball.	/ple□//'be□s.b□:l/	Ss act as if they are playing baseball	
Play volleyball.	/ple□//'v□l.i.b□:l/	Ss act as if they are playing volleyball	
Play golf.	/ple□//g□lf/	Ss act as if they are playing golf	
Go cycling.	/gə□//'sa□.kl□η/	Ss act as if they are riding bicycle	

2. Vocabulary list :

Noun	Verb
Football/'f□t.b□:l/	Play/ple□/
Swimming/□sw□m.□η/	Go/gə□/

Basketball/'bɜːskɪt.bɔːl/

Badminton/'bæd.mɪn.tən/

Jogging/ˈdʒɒɡ.ɪŋ/

Archery/'ɑː.tʃə.ri/

Walking/'wɔːk.ɪŋ/

Baseball/'beɪs.bɔːl/

Volleyball/'vɒl.i.bɔːl/

Golf/gɒlf/

Cycling/'saɪ.klɪŋ/

3. Grammar

Imperative: Verb + Noun

D. Learning sources

1. *How about you song*
2. Pictures of kinds of sport





3. *Simon says* game

Procedure of playing the game:

- a) T stands a few meters away facing Ss.
- b) T calls out a command such as *Simon says touch your nose* and Ss must do what T says.
- c) T calls out a second command such as *Clap your hands* and leaves out *Simon says*. If Ss do the action they are out.
- d) In the role reversal stage, some Ss may act as T and give some commands to their friends.

E. Stages in learning

TPR: Review, New command, Role reversal, Reading & Writing

No	Procedure		Activity	Time allocation
1	Opening		1. T greets Ss and leads the Ss to pray together. T together with Ss sings <i>Hello</i> song. 2. T takes class attendance. 3. T states the activities they are going to do and the goal of the lesson.	5'
2	TPR Activity	Review	1. After reviewing the previous materials about <i>Clothes</i> , T asks Ss probing questions about <i>Sport</i> . T and Ss listen to <i>How about you</i> song. 2. T asks Ss to mention kinds of sport found in the song and what sport the Ss like. 3. T reinforces SS' vocabularies about sport and introduces some new words gradually and one after the other using pictures. 4. T asks Ss to repeat after her the new vocabularies. 5. T checks Ss understanding on the new vocabularies being introduced by asking Ss to do listen and attach. (<i>Attach volleyball</i> picture, attach football picture,	15

			<p>etc.)</p> <p>Again, T sings <i>How about you</i> song and performing the actions. Ss watch and listen to T.</p> <p>Ss sing the song and perform the actions.</p>	
		New commands	<p>1. T says and acts out some new instructions as the model for Ss.</p> <p>2. For several times, Ss are asked to do some actions together with the T by listening to the T instructions.</p>	15
		Role reversal	<p>1.T writes the instructions on the board and read them while acting them out.</p> <p>2.Together with T, Ss perform the actions and pronounce the corresponding instructions.</p> <p>3.Ss are asked to mention the instructions and perform the actions on their own.</p> <p>4.T divides Ss in groups and asks them to play <i>Simon says</i> game. In turn each group becomes the ones who give instructions to the other groups.</p>	15
		Reading and writing	<p>1.T writes the words about parts of body and reads them.</p> <p>2.T asks Ss to listen and repeat after her.</p> <p>3.Ss do listening comprehension.</p>	15
3	Closing		<p>1. Summarizing : T asks the Ss what they have learnt and what new knowledge they got from the lesson.</p>	5

		<p>2. Reflection : T asks the Ss to express their feeling during the lesson, their opinion about the teaching and learning process, the materials presented whether too difficult or too easy. T may also ask the Ss about their suggestions and opinions for the future course betterment.</p> <p>3. T asks one of the Ss to lead the closing prayer.</p> <p>4. T and Ss sing good bye song together.</p>	
--	--	--	--

F. Assessment

Technique: TPR

Rating system

Score	Descriptions
9.0-10.0 Excellent	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students have willingness to volunteer himself to give instructions to the others in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>
8.0-8.9 Good	<p>Students are able to understand and respond to the instructions through physical actions correctly and immediately.</p> <p>Students are able to give instructions to the other in role reversal stage with not completely correct sentences.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activity.</p>

7.0-7.9 Fair	<p>Students take a quite long time to respond but are able to understand and respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given correctly.</p> <p>Students are actively engaged in every classroom activities.</p>
6.0-6.9 Below average	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are able to complete the task given with some mistakes.</p> <p>Students are not engaged in some classroom activities.</p>
<5.0-5.9 Poor	<p>Students are not able to respond to the instructions through physical actions correctly.</p> <p>Students are not able to give instructions to the other in role reversal stage.</p> <p>Students are not able to complete the task given.</p> <p>Students are not engaged in all classroom activities.</p>

G. Appendix

LET'S LISTEN AND CHOOSE

Listen to your teacher and choose the correct pictures by putting it's number correctly. Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)



<p>A.</p>  <hr/>	<p>B.</p>  <p>1</p> <hr/>	<p>C.</p>  <hr/>
<p>D.</p>  <hr/>	<p>E.</p>  <hr/>	<p>F.</p>  <hr/>
<p>G.</p>  <hr/>	<p>H.</p>  <hr/>	<p>I.</p>  <hr/>
<p>J.</p>  <hr/>	<p>K.</p>  <hr/>	<p>Name :</p> <p>Number :</p>

H. Reference

Jean Brewster and Gail Ellis, The Primary English Teacher's Guide New Edition.
2004:250

<http://www.123listening.com>

<http://www.mes-english.com>

APPENDIX C

INSTRUMENTS

The Blueprint of the English Teaching- Learning Questionnaires for Students
after the Implementation of the Actions

Aspect	Content	Theories	Purpose	Question Number
The technique used in the classroom (TPR)	-The introduction of new words and commands -Responding to new commands -Giving commands -Reading and Writing	Linse (2005:30) Ricards and Rodgers (2001:75)	To find out the Students' responses toward the technique used during the English teaching and learning process	11,12,13,14,15
The Theme	The theme introduced during the teaching and learning process including <i>Parts of body, Around the school, Stationery, Things we wear, Doing sport</i>	Scott and Ytreberg (2004:86-87)	To find out the students' responses toward the theme	1,2,3,4,5
The activities	The activities implemented during the teaching and learning process including playing games, singing songs and dancing and actively moving about	Scott and Ytreberg (2004:5-7) Brewster and Ellis (2004)	To find out the students' responses toward the activities	6,7,8,9,10
The media	The media used during the teaching and learning process including pictures, poster, map and paper dolls	Scott and Yteberg (2004: 108)	To find out the students' responses toward the media	16,17
Classroom management	The strategies used in managing the	Scott and Ytreberg (2004:5-7)	To find out the students' responses toward the	18,19,20

	classroom during the teaching and learning process including implementing routine and pattern, praising, grouping the students and teacher's voices and tone	Brewster (2004: 219 -222) Scott and Yteberg (2004:11) Linse (2005:2)	classroom management	
Classroom English	The use of English language during the teaching and learning process	Paul (2003)	To find out the students' responses toward the classroom English	21
Lesson clarity	The clarity of the teacher's explanation during the teaching and learning process	Borich (2007:15)	To find out the students' responses toward the lesson clarity	22
The teacher	The teacher's attitude during the teaching and learning process	Paul (2003:139-146) Linse (2005:2)	To find out the students' responses toward the teacher's attitude	23



Nama :

Nomor :




Good morning kids!

Tolong jawab pertanyaan dibawah ini sesuai dengan yang kamu rasakan ya.

Pilihlah salah satu gambar didalam kotak dengan memberi tanda centang.

Lihat contoh dibawah ini ^_^





1. apa yang kamu rasakan saat belajar *Occupation*?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---







Selamat mengerjakan





1. Apa yang kamu rasakan saat belajar *Parts of body* (bagian-bagian tubuh)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---



2. Apa yang kamu rasakan saat belajar *My school* (Ruangan-ruangan disekolah)?

			
Sangat senang	Senang	Kurang senang	Tidak senang





3. Apa yang kamu rasakan saat belajar *Stationery* (Alat-alat tulis)?

			
Sangat senang	Senang	Kurang senang	Tidak senang

4. Apa yang kamu rasakan saat belajar *Clothes* (Pakaian)?

			
Sangat senang	Senang	Kurang senang	Tidak senang




5. Apa yang kamu rasakan saat belajar *Sport* (Olahraga)?

			
Sangat senang	Senang	Kurang senang	Tidak senang





6. Apa yang kamu rasakan saat bermain *Simon says game*?

			
Sangat senang	Senang	Kurang senang	Tidak senang


7. Apa yang kamu rasakan saat bermain melempar bola dan menempel gambar?

			
Sangat senang	Senang	Kurang senang	Tidak senang

8. Apa yang kamu rasakan saat bernyanyi dan menari?

			
Sangat senang	Senang	Kurang senang	Tidak senang

9. Apa yang kamu rasakan saat belajar dengan bergerak dan menirukan gaya?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

10. Apa belajar dengan bergerak dan menirukan gaya membantumu dalam belajar bahasa inggris?

 Sangat membantu	 Membantu	 Kurang membantu	 Tidak membantu
--	---	---	---

11. Apa kamu kesulitan saat memahami kata-kata baru dalam bahasa inggris?

 Tidak	 Sedikit kesulitan	 Kesulitan	 Sangat kesulitan
--	--	---	---

12. Apa kamu kesulitan saat mengikuti perintah?

 Tidak	 Sedikit kesulitan	 Kesulitan	 Sangat kesulitan
--	--	---	---

13. Apa kamu kesulitan saat memberi perintah kepada teman yang lain?

 Tidak	 Sedikit kesulitan	 Kesulitan	 Sangat kesulitan
--	--	---	---





14. Apa kamu kesulitan saat mendengarkan dan memilih gambar yang tepat?

 Tidak	 Sedikit kesulitan	 Kesulitan	 Sangat kesulitan
--	--	---	---

15. Apa kamu kesulitan saat membaca dan menulis?

			
Tidak	Sedikit kesulitan	Kesulitan	Sangat kesulitan





16. Apa yang kamu rasakan saat belajar menggunakan gambar-gambar ?

			
Sangat senang	Senang	Kurang senang	Tidak senang

17. Apa yang kamu rasakan saat belajar menggunakan boneka kertas?

			
Sangat senang	Senang	Kurang senang	Tidak senang

18. Apa yang kalian rasakan saat bekerja dalam grup spongebob, Patrick dan squidward?

			
Sangat senang	Senang	Kurang senang	Tidak senang





19. Apa suara dan nada guru kalian sudah jelas saat berbicara?

			
Sangat jelas	Jelas	Kurang jelas	Tidak jelas

20. Apa guru kalian memuji dan memberi hukuman secara adil?

			
Sangat adil	Adil	Kurang adil	Tidak adil


21. Apa kalian mengerti saat guru berbicara menggunakan bahasa Inggris?

			
Sangat mengerti	Mengerti	Kurang mengerti	Tidak mengerti

22. Apa pelajaran bahasa inggris disampaikan dengan jelas?

			
Sangat jelas	Jelas	Kurang jelas	Tidak jelas

23. Apa yang kamu rasakan saat belajar dengan Miss. Ika?

			
Sangat senang Karena: ...	Senang Karena: ...	Kurang senang Karena: ...	Tidak senang Karena: ...



Thank you

INTERVIEW GUIDELINE

A. Before implementation	Purpose	Question items
	1. For the school principal	
	To find out the curriculum used in the school.	a. Kurikulum apa yang digunakan disekolah ini?
	To find out how English language is taught in the school.	b. Bagaimana pengajaran bahasa Inggris di sekolah ini? c. Bahasa Inggris diajarkan mulai kelas berapa?
	To find out the implementation of English language teaching as an extracurricular for grade 1 to 3.	d. Bagaimana pengajaran bahasa Inggris sebagai ekstra disekolah?
	To find out the aspects want to be improved and the expectation of the English teaching and learning process	e. Apa yang ingin ditingkatkan dalam pembelajaran bahasa Inggris dan harapan bapak kedepannya?
	2. For the English teacher	
	To find out the technique used in teaching English	a. Teknik apa yang dipakai untuk mengajar?
	To find out the syllabus and lesson plan used to teach English	b. Bagaimana silabus dan lesson plan yang digunakan untuk mengajar bahasa inggris kelas 3?
	To find out the media used in teaching English	c. Media apa saja yang digunakan?
	To find out how the process of teaching listening	d. Bagaimana cara ibu mengajar listening di kelas 3?
	To find out what kind of activity implemented during the teaching and learning process	e. Kegiatan apa saja yang sering dilakukan saat pelajaran?
	To find out the difficulty faced by the teacher in teaching listening	f. Kesulitan apa yang ditemui dalam mengajar listening?
	To find out how English language is used during the teaching and learning process	g. Bahasa apa yang digunakan dalam mengajar? h. Seberapa sering bahasa Inggris digunakan dikelas?
	To find out students' respond during the teaching and learning process	i. Bagaimana respon anak selama pelajaran?
	To find out what aspects want to be improved in the English teaching and learning process	j. Apa saja yang ingin ditingkatkan dalam pengajaran bahasa inggris?

	3. For the students of grade 3	
	To find out the students' attitude toward English language	a. Kamu suka belajar bahasa Inggris tidak? b. Seneng ga pas pelajaran bahasa Inggris?
	To find out the difficulty faced by the students during English lesson	c. Belajar bahasa Inggris itu susah tidak?
	To find out the students' understanding toward the English lesson	d. Kalau pas belajar dikelas ngerti ga apa yang diajarkan dan dijelaskan guru?
	To find out what kinds of activity done during the English lesson	e. Kalau pas pelajaran bahasa Inggris, seringnya ngapain dikelas? f. Sering nyanyi atau main game ga?
	To find out what media used during the English lesson	g. Gurunya sering pakai gambar atau boneka gitu ga?
	To find out the students' learning preferences	h. Kamu pengennya pelajaran bahasa Inggrisnya yang seperti apa?
B. After the implementation	1. For the English teacher	
	To find out the pace of the teaching and learning process	a. Bagaimana proses pembelajaran dikelas saat penelitian?
	To find out the implementation of TPR during the teaching and learning process	b. Bagaimana penerapan TPR dalam mengajar listening?
	To find out the students' responses during the teaching and learning process	c. Bagaimana respon anak selama kegiatan belajar mengajar?
	To find out the use of media during the teaching and learning process	d. Bagaimana penggunaan media seperti gambar, boneka dan realia yang digunakan?
	To find out the implementation of game and song	e. Bagaimana penggunaan game dan song dalam pembelajaran?
	To find out the materials and the topic implemented during the teaching and learning process	f. Apa materi atau topik yang disampaikan sesuai dengan tingkat kemampuan siswa?
	To find out the use of English language during the teaching and learning process	g. Bagaimana penggunaan bahasa Inggris selama pembelajaran?
	To find out the classroom management used during the teaching and learning process	h. Bagaimana manajemen kelas yang digunakan peneliti? i. Bagaimana penggunaan <i>Routine and pattern</i> ?
	2. For the students of grade 3	

	To find out the Students' responses toward the technique used during the English teaching and learning process	a. Apa yang kamu rasakan saat guru memberikan perintah dan menyuruh menirukan gaya?
	To find out the students' responses toward the materials (Topic)	b. Menurut kamu bagaimana pelajaran (My body/School/Stationery/Clothes/Sport) hari ini?
	To find out the students' responses toward the activities	c. Kamu senang tidak saat bermain game? d. Kamu senang tidak saat bergerak menirukan gaya? e. Kamu senang tidak saat bernyanyi dan menari?
	To find out the students' responses toward media used	f. Gimana perasaanmu saat belajar menggunakan gambar atau boneka?
	To find out the students' responses toward the classroom management	g. Apa suara guru sudah jelas? h. Apa kamu senang saat bekerja dalam kelompok Spongebob, Patrick dan Squidward? i. Apa guru kalian memuji dan memberi hukuman dengan adil?
	To find out the students' responses toward classroom English	j. Apa kamu mengerti saat guru berbicara menggunakan bahasa Inggris?
	To find out the students' responses toward the lesson clarity	k. Apa guru menjelaskan pelajaran dengan jelas?
	To find out the students' responses toward the teacher's attitude	l. Apa kalian senang belajar dengan Miss. Ika?
	To find out the students' learning preferences	m. Kegiatan seperti apa yang kamu inginkan untuk pelajaran selanjutnya?

OBSERVATION SHEET

Teaching and Learning Activities

Observer : Chindra Triwulan Dhany, S.Pd
 Date : August 27, 2013
 Time : 09.30-10.40

Respond to each statement using the following scale:

1=Not observed 2=Need improvement 3=Good 4=Accomplished very well

**All items marked Not Observed must be explained in Comments*

R = Researcher

Ss= Students

1. RESEARCHER'S ACTIVITIES					
No	Aspect	1	2	3	4
Pre teaching					
1	R arrives early to the classroom				
2	R begins the class on time in an organized manner				
3	R greet Ss, checks Ss attendance and lead the morning prayer				
4	R prepares the materials appropriately				
5	R explains the goal of the lesson				
Review					
6	R reviews the previous materials and introduce the topic				
7	R makes use of pictures and song related to the topic				
8	R introduces new words and chunks gradually				
9	R checks Ss' understanding by playing <i>Throw the ball</i> game				
10	R give opportunity for Ss to ask questions				
11	R acts out some instructions as the model and gives opportunity for Ss to practice doing listen and act out				
New commands					
12	R introduces new commands/instructions				
13	R models the new instructions				
14	R checks Ss understanding on the instructions				
15	R together with Ss say the instructions and perform the actions				
16	R gives enough time to practice				
17	R corrects the students' mistakes				

Role reversal					
18	R drills how to pronounce the instructions				
19	R gives Ss opportunities to practice pronouncing the instructions and perform the actions with R guidance				
20	R uses <i>Simon says</i> game to checks Ss' understanding				
21	R gives Ss opportunities to give the instructions				
Reading and Writing					
22	R writes the words related to the topic on the board and reads them				
23	R drills Ss' pronunciation				
24	R gives Ss opportunity to read and write the words				
25	R gives listening comprehension activity to Ss				
Closing					
26	R ends the class on time				
27	R summarizes main points at the end of class				
28	R reminds children of assignments, tests etc				
29	R gives preview of the upcoming materials				
30	R ends the class by praying				
Classroom management and interaction					
31	R sets up group works				
32	R uses routines and patterns to stir Ss' attention				
33	R assess Ss' performance in non-threatening way				
34	R Restates questions and answers when necessary				
35	R praises and punishes Ss fairly				
36	R uses tone and volume of voice as needed				
Classroom Language					
37	R uses English language effectively and in accordance to Ss' level				
2. STUDENTS' ACTIVITIES					
No	Aspect	1	2	3	4
Pre teaching					
1	Ss respond to T's greeting				
2	Ss shows enthusiasm and are in positive mood				
Review					
3	Ss recall the previous materials given				
4	Ss know the topic, words and instructions				
5	Ss are actively involving themselves in playing <i>Throw the ball</i> game				
6	Ss ask questions				
7	Ss respond to the instructions				
New commands					

8	Ss understand new instructions				
9	Ss are able to respond to instructions				
Role reversal					
10	Ss are able to pronounce the instructions				
11	Ss are able to say and respond to the instructions				
12	Ss involve themselves in playing game				
13	Ss have willingness to give the instructions				
Reading and Writing					
14	Ss are able to say the words related to the topic fluently				
15	Ss are able to write the words related to the topic				
16	Ss are able to do listening comprehension activity				
Closing					
17	Ss understand what they have learnt				
18	Ss say the prayer and goodbye				

Comments :

Observer's signature

THE STUDENTS' PRE-TEST

Name :







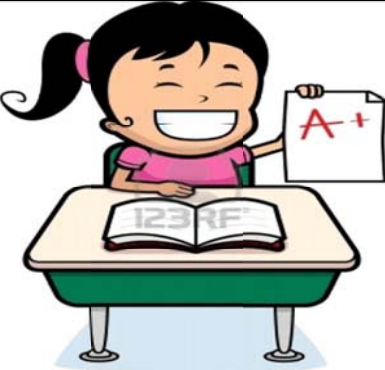

Number :







Pilihlah gambar yang sesuai dengan pekerjaan yang disebutkan oleh guru kalian. Soal untuk setiap nomor hanya akan diulang dua kali, jadi dengarkan baik-baik ya adik-adik ^_ ^



SELAMAT MENERJAKAN

1.	<p>A.</p> A cartoon illustration of a doctor in a white coat examining a patient lying in a hospital bed.	<p>B.</p> A cartoon illustration of a doctor with glasses and a stethoscope around his neck, holding a clipboard.
2.	<p>A.</p> A cartoon illustration of a soldier in green camouflage gear holding a rifle.	<p>B.</p> A cartoon illustration of two police officers in uniform, one in a dark uniform and the other in a white uniform with a cap.

3.	 <p>A.</p>	 <p>B.</p>
4.	 <p>A.</p>	 <p>B.</p>
5.	 <p>A.</p>	 <p>B.</p>
6.	 <p>A.</p>	 <p>B.</p>

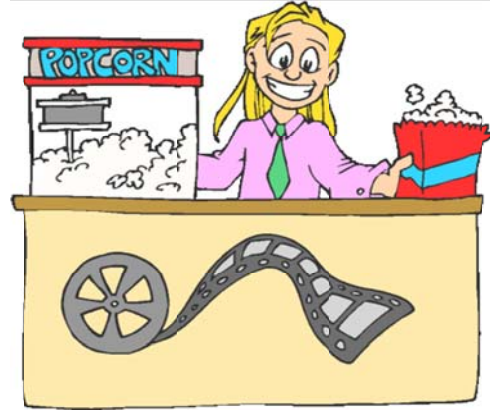
7.	<p>A.</p> 	<p>B.</p> 
8.	<p>A.</p> 	<p>B.</p> 
9.	<p>A.</p> 	<p>B.</p> 

10.

A.



B.







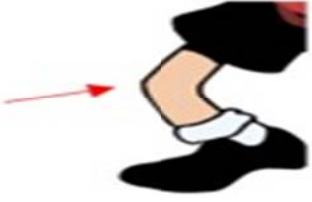





LET'S LISTEN

Gurumu akan menyebutkan bagian-bagian tubuh yang ada didalam gambar. Dengarkan baik-baik dan pilihlah gambar yang benar.
Listen carefully and choose the correct picture.



Name: _____		
Number: _____		
1	<p>a.</p> <p>_____</p>	<p>b.</p> <p>_____</p>
2	<p>a.</p> <p>_____</p>	<p>b.</p> <p>_____</p>
3	<p>a.</p> <p>_____</p>	<p>b.</p> <p>_____</p>
4	<p>a.</p> <p>_____</p>	<p>b.</p> <p>_____</p>
5	<p>a.</p> <p>_____</p>	<p>b.</p> <p>_____</p>

6	a.  _____	b.  _____
7	a.  _____	b.  _____
8	a.  _____	b.  _____
9	a.  _____	b.  _____
10	a.  _____	b.  _____

LET'S LISTEN AND DRAW A ROUTE

Gurumu akan menyebutkan beberapa perintah. Ikuti perintah gurumu dengan menggambar garis.



Parking Area					
			er	oom	
	oom		ry		
	oom				
Reffe					

LET'S LISTEN AND CHOOSE

Listen to your teacher and choose the correct pictures by putting it's number correctly. Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)



<p>A.</p>  <p>_____</p>	<p>B.</p>  <p>1</p> <p>_____</p>	<p>C.</p>  <p>_____</p>
<p>D.</p>  <p>_____</p>	<p>E.</p>  <p>_____</p>	<p>F.</p>  <p>_____</p>
<p>G.</p>  <p>_____</p>	<p>H.</p>  <p>_____</p>	<p>I.</p>  <p>_____</p>
<p>J.</p>  <p>_____</p>	<p>K.</p>  <p>_____</p>	<p>Name :</p> <p>Number :</p>

APPENDIX D

FIELD NOTES

Field Note 1

Classroom Observation

Date : Tuesday, 23rd July 2013

Time : 08.45 – 10.00

On Tuesday morning, 23 July 2013, Miss Chindra came to the class at 09.00. Entering the classroom, she saw the children were still talking to their friends. She then asked the children to pray together. Together they said “Before we study, let’s pray together. Begin.” After praying, the children greeted the teacher together. Then the teacher replied their greeting.

Some of the children were still busy with their own activities, especially they who sat in the rear row. The teacher then checked on the children readiness and made sure that all children had had their own books and stationeries. The teacher rose and wrote the agreement to be agreed by the students during the lesson. Coincidentally, the boardmarker was running out of ink and she went to the office to bring a new one. As the teacher went out of the class, the children started making noise again.

After a few minutes, the teacher entered the room while the children were still making noises. She continued writing the agreement. The children then copied what had been written by the teacher while chatting to their friends. The teacher waited for the children to finish writing the rules. After a while, the teacher explained the rules clearly to the children in Indonesian.

Then, the teacher directed the children to the main topic of the meeting “sekarang buka clever book (instead of saying /□klev.ə r / she said kliver). At the meantime, the teacher did not walk around the class to check whether the children brought their course books or not. She wrote something on the whiteboard: Lesson 1. Occupation. Some children read the words aloud with wrong pronunciation and asked “artinya apa Miss?” then, the teacher explained “Bab 1. Pekerjaan. Apa saja yang kalian tahu tentang pekerjaan?” some children stood and raised their hands and answered the question. Unfortunately the teacher just pointed to a few children who sat in the front row to answer while the other did not have a chance to participate. The rest of the children were not interested in the activity and kept talking to the others and even playing with their toys. Then, the teacher stated what they were going to do during the lesson.

The teacher then wrote the names of some occupations already mentioned by the children in the whiteboard and added some others. After writing the words, the teacher asked the children to do a task. The teacher gave the instruction in Indonesian “sekarang kalian harus mengartikan nama-nama pekerjaan itu dalam bahasa inggris, nanti kalau yang bisa maju dan ditulis di papan tulis.” Some students had been starting doing the task but the others were chatting with their friends about another topic outside the task.

About five minutes later, the teacher looked around the first and the third rows of the class to supervise the children in doing the task. After a while, she asked the children to come forward and answer the task in Indonesian “ayo, siapa yang berani maju,

tunjuk jari.” The students remained passive and didn’t respond to the teacher. Then, the teacher asked some students to come forward in Indonesian “Ayo, kamu juna. Ayo siapa yang belum maju? Nomor 13 dan 14 siapa?”.

When the task was completed, the children together with the children corrected it. She pronounced word by word and asked the children to repeat after her. After correcting the task, the teacher asked the children to say the words aloud together. The children read words by words slowly, yet some children in the rear row weren’t actively involved in the activity.

In the end of the lesson, the teacher gave some homework for the children. She explained how to do the homework in Indonesian. She asked the children to write down a list of occupation along with their equivalence in Indonesia. In the next meeting, the children had to memorize the words and the meaning as the production. For the last few minutes, the teacher reviewed what they were doing during the lesson in Indonesian.

Before the class was ended, the teacher lead the closing prayer “before we go, let’s pray together, begin..... enough.” The children greeted the teacher before leaving the classroom.

Field Note 2

Implementation of the action

Cycle : 1

Meeting : 1

Date : Tuesday, 27th August 2013

Time : 09.30 – 10.40

Today I taught the pupils materials about body with giving instruction as the language function. By the end of the meeting, the pupils were expected to be able to respond to some instruction related to the theme physically. I entered the room and they were still playing around and making noise. I tried to gather their attention by greeted them in English “Good morning kids” They answered my greeting less enthusiastically. I repeated my greeting and they answered loudly “Good morning miss ika...”. Then I asked “How are you today?” together they replied “I am fine and you?” and I replayed “I am great today, thanks.” I guided them to pray in English. Together with me, the pupils said “ before we start our lesson, let’s pray together. Shall we.... Thank you.” Most of the pupils were confused and I repeated the sentences for several times. After that I checked the attendance in English by saying “Who’s absent today?”. The pupils kept silent. Then I repeat the word “absent” and asked again “Who’s absent today?”. Some of them answered that one pupil was absent today because she was sick “Yang absen maharani miss.” “sakit miss, sakit...”.

Before I taught the main activity, I sang Hello song. I asked the pupils to stand up and sing along the song. It’s a simple song that after three times practicing, the pupils

were able to sing and dance together. Then, I reviewed the previous materials given by the English teacher that was occupation.

Afterward, I introduced the topic of the meeting and asked probing question. I said “Today we will study about body. Body. You know body? This is head and it is a part of our body.” Then, the pupils enthusiastically answered “Tubuh... tubuh... tubuuuuuh...” After that I asked them to listen to *Hokey pokey song*. I asked them what words related to the theme they hear from the song. Some of them answered my question by mentioning parts of body. Next, pupils together with me sang *Hokey pokey song*. The pupils together with me sang and performed the actions. They didn’t yet know by heart the lyric of the song, but after practicing for several times, they could perform the actions well. They were interested in the song and asked me to play the song again. I asked what parts of body they heard and I encouraged them and gradually introduced parts of body using the posters. They were excited when I showed them the poster “Miss, gambarnya buat aku ya nanti?” “Miss aku aja miss...”. After that, I asked the pupils to listen and repeat after me. I mentioned one by one the parts of body while touching them “ (touching head) head, (touching ears) ears, etc.” I asked them to listen and watch me for several times.

Next, I asked them to stand up and do the same actions as I did to consolidate the new vocabularies they got. After the pupils comprehend the new words, I asked them to do listen and do activity in which I said parts of body while they were touching parts of body being mentioned.

After that, I performed some actions as the model again while they were asked to listen and watch. I mentioned some instructions and performed the actions “shake your head (shaking head)”, “nod your head (nodding head)”, etc. after that, together with me, they did Listen and Do activity for several times as the practice. I guided them, observed their performances and made some corrections.

I wrote the instructions, read and acted them out. Then the pupils together with me pronounced the instructions and performed the actions. Next, I asked them to pronounce the instructions and perform the actions themselves. As the practice, I also used *Simon says* game. However, when playing the game, some pupils seemed still confused and didn’t respond to the instructions. It was caused by the unclear instruction and rules I explained, so some pupils didn’t know how to play and do during the game. Then I asked them to play the *Simon says* game in group, in which each group, in turn, should give instructions to the other groups. Most pupils were shy to give instructions but they had willingness to do so. Together with the researcher, some children tried to give instructions to their friends. A pupil refused to act out the instructions because of feeling afraid of making mistakes and shy. I asked him to stand up everywhere he felt comfortable and he could carry out the actions very well.

In group I asked the pupils to do listen and do activity. Some pupils were able to carry out the actions very well but a few of them took longer time to respond and carry out the actions. After that I wrote words of parts of body, read them and asked pupils to repeat after me. I asked them to do listening comprehension.

Five minutes before the time was up, I asked what they had learnt today and they answered by mentioning parts of body “Are you happy today?” “Yes, happy.” “Ok, good, today we learn about what? We study about...?” “Body...” “Yes body, apa saja?” “Head...” “Hand...” “Eye...” . I asked whether they had some difficulties and enjoyed the lesson or not. After that we say the closing prayer together. They were confused in saying the prayer so that we repeated it for several times.

Field Note 3

Implementation of the action

Cycle : 1

Meeting : 2

Date : Tuesday, 3rd September 2013

Time : 09.30 – 10.40

Right after I enter the classroom, some pupils reported to me that there was a pupil who was sick. The teacher then, brought him to the health center and asked me to start the lesson. Today I taught materials about school with giving direction as the language function. I start the lesson by greeted them. They replayed my greeting vigorously. As the previous meeting, we said the prayer in English. They could say it more fluently compared to that of the previous week. I took a role by asking “Who’s absent today” and they immediately answered that there was a pupil absent today “Ga ada...” . After that, we sang Hello song. They could sing Hello song and dance very well and they had already memorized the lyrics of the song. However, some of them were still shy that at first they didn’t want to join the other in singing and dancing. Yet, after I encouraged them and after watching the other dancing and singing they had willingness to join in the activity.

I reviewed the previous materials about clothes. Then, I showed them their school map and I asked them what rooms could be found. I said “What room? room. I find library here and what else?” They enthusiastically answered. They were too enthusiastic that the class became very noisy. I said that everyone who wanted to say should raise her or his hand first, while the others should keep quiet “if you want to speak then raise your hand. Raise your hand, raise your hand and keep quiet.” After that I reinforced the pupils’ new vocabularies, I mentioned the rooms in the school one after another and asked them to repeat after me for several times. In order to check the pupils’ understanding, I asked them to do *listen and choose* activity in which the students should come forward and do listen and choose the correct room

correctly using the school map. Then I put the name of each room on the corresponding picture. I read them aloud and asked the pupils to repeat after me.

To introduce the pupils with giving direction function, I asked them probing questions and give example first “How can I reach canteen from this room?”. I repeated the question but they kept silent, looking at each other. I repeated again and some of them said “Ha?” “ga ngerti miss.” Then I switched into Indonesia “kalau mau kekantin dari kelas ini bagaimana?” and they answered in Indonesian “Lurus aja miss.” “lurus terus belok kiri.” “terus didepan library.” I responded to their answer by saying “oke, so jalan, walk terus lewati library, pass the library and belok kiri, turn left. Jadi pass the library and turn left. Lewati library dan belok kiri. So, to get canteen from here is pass the library and turn left. Pass the library, lewati library and turn left dan belok kiri.”

I made use of public signs as the media for teaching them directions. I showed them the public signs and some pupils say loudly what it meant in Indonesian. Then, I explained each functions of the public signs in English while performing the actions. I held turn left public sign and I said “turn left” while turning left and so forth.

For the practice, using the public sign, I asked the pupils to perform the actions together with me for several times. I made some corrections when the pupils made mistakes. I asked them to pronounce the instructions while performing the actions. After that, I divides the pupils in groups and asked them to play *Simon says* game as the previous meeting. In turn each group becomes the ones who give instructions to the other groups. I explained how to play the game more thoroughly. The pupils were gradually getting used to the game. Next, I made a kind of school map using some realia placed on their table. In pairs, I asked them to find a room from a certain room by listening to my instructions. I made sure that all pupils were able to carry out the instructions.

After that, I asked them to do the same that was finding a room from a certain room by listening to my instructions. In order to prevent other pupils from making any noise, I gave them a task. They were asked to copy the map and draw a route in the school map and to write the directions. However, some pupils were still confused and they kept asking me how to do the task. For the last five minutes, I asked them what they felt during the lesson. I reviewed the lesson and asked them to draw their school map as the homework. I said what we were going to learn in the next meeting and closed the lesson by praying.

Field Note 4

Implementation of the action

Cycle : 1

Meeting : 3

Date : Tuesday, 10th September 2013
Time : 09.30 – 10.40

Today I taught the pupils materials about stationery with giving instruction as the language function. I start the lesson by greeted them, praying together and sang Hello song. After that I toke a role. As the previous meeting, I asked them “Who’s absent today?” they immediately answered “Ga adaaa...” “Cinta miss.” I used full classroom English in opening the lesson and the pupils had already got used to the language since they could replay my greeting, praying and answered my questions well. They also could sing the Hello song effortlessly.

I reviewed the previous materials about school. Then, I stated that today they were going to learn about stationery. We then listened to *School, school, school* song for several times and asked them what words they heard from the song. They answered my questions well, although not all stationery vocabularies were mentioned. Then I took the flashcards and showed them. The pupils were excited and some of them said “Oo, stationery itu alat-alat belajar.” “Iya lah, tadi kan ada pen sama book.” I showed them the flashcard one by one while introducing the new words one after another. I asked them to listen and repeat after me.

To consolidate the new words they got about stationery, I asked them to play *Throw the ball and attach* game in which a pupil should throw a ball to his/her friend and the one who struck by the ball should come forward and do “Listen and attach the correct picture”. The game was effective to stir the pupils, improve their attention and consolidate their vocabularies. The game also worked well in big classroom with many pupils. They seemed happy with the activity. All of them wanted to get an opportunity to attach the picture in the whiteboard. After playing the game, I asked them to listen and watch me. I put all of my stationery in my bag and mentioned some instruction while doing the actions. I said “take your book, take the pencil, take the.... Etc.” As I toke my book and so forth. I did so for several times until I was sure that all of them understood the instructions. Then, I asked them to do the same as what i was doing for several times as well. To check their understanding, I let them to have ample opportunity to practice. I gave them the instructions while observing and they acted out the actions.

Then, I introduced them with the new commands with different verbs. After that together with me, the pupils listened to and acted the instructions out. After they had already understood the instructions, I asked them to say the instructions while performing the actions on their own. As the role reversal, just the same as the previous meeting, I asked them to play *Simon says* game. In turn each group became the ones who gave instructions to the other groups.

I wrote the name of the stationeries and read them. I asked the pupils to listen and repeat after me. After that, I asked them to read the words on their own. Then, I gave them listen and draw exercise as the comprehension. I reviewed the lesson by asking their feeling, the difficulty during the lesson and what they had learnt. Most of them said that the activity was fun and they understood the materials easily. After that I previewed the next lesson and closed the lesson by praying. I made use of different expression in leave taking.

Field Note 5

Implementation of the action

Cycle : 2
Meeting : 1
Date : Tuesday, 17th September 2013
Time : 10.10 – 11.20

On Tuesday, September 17, 2013 I arrived in the school at 09.15 am. However, because of the ceremony held in the morning, the English class just could be held at 10.10 a.m. I taught about clothes to the pupils and giving instructions as the language functions. By the end of the lesson, they were expected to be able to listen and respond to instructions correctly and appropriately through physical actions. I made use of song, pictures and real objects as the learning sources. I also implemented routine and pattern as in the previous meeting. As usual, to start the lesson, I greeted them in English. After that we said our morning prayer and sang Hello song. They could do them all very well. They also energetically sang Hello song and dancing. Then, I checked the pupils' attendance by asking them "Who is missing today?" they kept silent. I repeated the question "Who is missing? Missing... Absent?" Some of them answered my question without hesitation "Calvin..." "Calvin is absent today Miss." I replied "I see, so Calvin is absent today." Before starting the lesson, I told them that the class would be divided into three groups namely SpongeBob, Doraemon and Popay. There must be a leader for each group who lead guide the group members. Each group also had their own jargon, SpongeBob with "Aye captain", Doraemon with "Here we are" and Popay with "Yes Miss... Tut tuut."

After reviewing the previous materials about *Stationery*, I stated that they were going to learn about clothes "Today we will learn about clothes. Shirt, skirt, shoes... (Pointing to the clothes I wore)". Some students said "Bajuuu... baju miss." "Pakaian...". I continued "Yes, right pakaian. Now we will learn about clothes." I used *Clothes* song and pictures. I sang the song while showing them the pictures "This is the way you wear the shirt, wear the shirt... (showing shirt picture) and so forth." Next, I asked them to sing the song together for several time. They didn't memorize the lyrics but they could mention the name of the clothes of which the pictures I showed to them. After that, I introduced the new words gradually and one

after another using the pictures. Then, I asked them to listen and repeat after me the new words. When I showed them the pictures, then they immediately said the name of the pictures. After making sure, that all of the pupils had already understood the new words, I asked them to do “Listen and attach the correct pictures” in front of the class. Most of the pupils were willing to attach the pictures. They screamed “Me... me... me....” Soon, the class became very noisy. In order to calm them, I used “Throw the ball” game in which I threw the ball to one of the most calm pupil, and the one to whom I threw the ball could attach the picture.

After that, I gave them the paper dolls. The paper doll was quite interesting for them. They said “Wah bonekane lucu.” “Miss boleh dibawa pulang?” “Aku yang cowok Miss.” after all of them got the paper doll, I asked them what clothes they got. They mentioned in a chorus the clothes they got. After that, I asked them to watch and listen to me. I said some new instructions and responded to the instructions through actions as the model for them to do listen and do activity. I said “wear your shorts... wear your shirt... wear your shoes... take off you shorts... etc.” while performing the actions. Then, I asked the pupils to do listen and do activity along with me. I gave the instructions and responded to the instructions while observing the pupils’ understanding. After making sure that all of them were already understood and able to respond the instructions independently, I asked them to do listen and do again without my guidance. I said the instructions and the pupils should follow it. The pupils enjoyed dressing up their dolls and actively involved in the activity, though some of the students still asked the researcher to repeat the instructions “Tadi wear apa miss?” “Wear apa miss?”. Next, I gave them ten minutes to have a break. Some of the students didn’t go outside the class and choose to stay inside the classroom to dress up their dolls.

After ten minutes of having break, it was difficult to have a conducive classroom environment since the pupils were still busy with their own stuffs. I repeatedly said “let’s get in, let’s get in....” to tell them that the time was over. Then I called out their group name one by one to get them ready for the class. Each group responded by saying their group name. Dividing the students in groups made the researcher easier and faster in managing the class that each activity could run systematically.

I asked them to take the paper doll out. I said the instructions and acted them out together with the pupils for several times. As usual, the pupils played *Simon says* game. To motivate them, the scores got from playing the game were written in the board so that the game run more lively and each group had willingness to do their best in giving and responding to instructions.

I wrote the name of the clothes on the board, read them and asked pupils to repeat after me. Later on, pupils were asked to read and copy the written form on their own. Next, I asked the pupils to do listen and do activity. Before the students did the task, I

gave them clear explanation and example in English. They could do the task well and didn't ask many questions while doing the task.

For the last five minutes, I asked the pupils to keep their paper dolls. They were so happy with that. Some pupils were still busy dressing their dolls up. I approached them and said that the time was up and they could continue dressing the dolls up at home. I closed the class by asking their feeling during the lesson and reviewed the lesson by asking what they had learnt in English "What are you feeling kids?" "Happy..." "Seneng ada anak-anaknya miss..." "Ok, so what do you learn today?" "Pakaian..." "Cloth..." "Yes, clothes. What clothes do you know?" They could answer the questions by mentioning the name of clothes. After that we said the prayer.

Field Note 6

Implementation of the action

Cycle : 2
Meeting : 2
Date : Tuesday, 1st October 2013
Time : 10.10 – 11.20

On Tuesday, October 1, 2013 the class was started at 10.10 in the morning. I taught the pupils materials about sports with giving instructions as the language function. By the end of the lesson, they were expected to be able to listen and respond to instructions correctly and appropriately through physical actions. As usual, to open the class I took the class attendance and lead the opening prayer. After that, we sang *Hello* song. After singing the song, the name of each group was called and the students replied by saying their jargon. The students said their own jargon energetically.

After that I introduced some new words related to the theme gradually using the pictures. After that, I pronounced the name of the sports while pointing to the corresponding pictures and asked the pupils to repeat after me. I gave them different sports pictures. Then, to check their understanding, I called out a name of the sport one by one and they who got the corresponding picture should come forward and attached the pictures on the whiteboard. Next I asked them some simple questions to reinforce their vocabulary "is it baseball?(while pointing to the picture?" "yes." Etc. The activity ran well and the students actively participate in the activity. Since each student had their own picture, they kept calm and pay attention to the researcher. After that I sang *How about you* song and perform some actions. For several times, I asked the pupils to sing and perform the actions together. The pupils seemed happy in doing the actions. some of them said "Aku suka football, tendang bola..." "Lempar bola, cuss...".

After making sure the pupils had already comprehended the new vocabularies, I introduced some new instructions. First I said the instructions and acted them out as the model. Then, I asked them to act the instructions with my guidance. Next, the pupils were asked to pronounce and act the instructions out. I observed their performance and corrected any mistakes they made while also drilled their pronunciation. To handle the pupils, I also divided the class into three groups as the previous meeting. I gave them some opportunities to give the instructions to the other groups. As the previous meeting, Simon says game was conducted. Some pupils from each groups had willingness to give the instructions. When they were playing the game, I assessed their performance. Most students were able to respond to the instructions given by their friends. They also volunteered themselves to give the instructions in front of the class. A student even had initiative to give the most active student who could follow the instructions some candies.

Then, I write name of sports beside the corresponding pictures. I read them and asked the pupils to repeat after me. After that some students copied the written forms on their note books without being asked. Some of them asked “Miss ditulis enggak?” and I answered “Yes, write them.” To check their listening comprehension, I asked them to do a listening comprehension task in which they should choose the correct pictures. I said “I go swimming.” “I play football.” And so forth and they should choose the corresponding pictures. After that, to drill their written skill, I asked them to name the pictures correctly.

The last five minutes was used to close the lesson. I made some reflections by asking about the pupils’ feeling during the lesson, what they learnt, what difficulty they found and so forth. I closed the lesson by praying. When they were shaking hands with me, they said “Thank you” and “See you Miss Ika.”

APPENDIX E

INTERVIEW

TRANSCRIPTS

Interview 1 (with the principal)

Date : July 2, 2013

Time : 7.00 a.m.

R: Researcher P: Principal

R : Assalamualaikum pak. (Assalamualaikum Sir.)

P : Wallaikumsalam, silahkan duduk. Ada yang bisa saya bantu mbak? (Wallaikumsalam, have a seat please. Can I help you Miss.)

R : Begini pak, saya Ika Nuryani dari UNY ingin meminta ijin untuk melakukan observasi disekolah ini. (I am Ika Nuryani from State University of Yogyakarta, I want to ask for your permission to do some observations in this school.)

P : O ya, observasi tentang apa mbak? (Ok, observation about what Miss?)

R : Tentang pembelajaran bahasa Inggris pak. Kebetulan sekolah ini masih aktif mengajarkan bahasa inggris, jadi saya ingin mengadakan observasi untuk penelitian pengajaran bahasa inggris untuk anak pak. (About English language teaching Sir. Coincidentally this school is still teaching English, so I want to do some observations for the English language teaching to children.)

P : Ya, silahkan mbak. Sekolah ini masih terbuka untuk penelitian-penelitian mbak. Nanti langsung saja bertemu dengan gurunya ya? (Well, sure Miss. This school is open for research Miss. You can meet the English teacher then.)

R : O iya pak. Kalau pelajaran Bahasa Inggris diajarkan dari kelas berapa pak? (Yes Sir, anyway starting from what grade English language is taught Sir?)

P : Dari kelas 1 sampai kelas 6 mbak, sebagai mulok. Kelas 1 sampai 3 nya masih ekstra. (From grade 1 to grade 6 Miss, as the content based.)

R : Berarti disini tidak memakai kurikulum 2013 ya pak? (So the 2013 Curriculum is not implemented here Sir?)

P : Tidak mbak, untuk kecamatan Depok baru ditunjuk 5 sekolah mbak, jadi disini tidak memakai kurikulum baru. (No Miss, for Depok subdistric there are just 5 schools appointed to implement the 2013 curriculum, so here is not implementing the new curriculum.)

R : O, begitu ya pak. Untuk kurikulumnya sekarang memakai yang apa pak? (O, I get it. So, what curriculum is implemented in this school sir?)

P : Masih memakai yang KTSP mbak. Tapi disini memang Bahasa Inggris sudah diajarkan dari dulu mbak, sejak kelas 1. Lha, diajarkan saja outputnya masih jelek, bagaimana kalau ditiadakan? Ya bahasa inggris masih boleh diajarkan, tapi kan sebagai Ekstra, sedangkan kalau anak-anak Ekstra kan sudah tidak begitu efektif mbak. (Still using School based curriculum Miss, but English language had been being taught in this school since then, starting from grade 1. Even so, the output is still bad, how if it is not? Well, English

still can be taught but as an extracurricular, while extracurricular is not really effective Miss.)

R : Iya pak, jadi bapak masih ingin mengajarkan bahasa Inggris walaupun nantinya sebagai ekstra? (Yes Sir, so you still want to teach English eventough as an extracurricular?)

P : Iya mbak, masih harus diajarkan, kalau diajarkan dari kecil kan malah bagus mbak. (Yes Miss, it has to be taught, if it is taught starting from childhood it will be better Miss.)

R : Menurut bapak, apa yang perlu ditingkatkan dari pembelajaran bahasa Inggris disini?

(In your opinion, what aspect is needed to be improved from the English teaching and learning in this school?)

P : Ya, semuanya mbak kalau bisa. Tapi yang penting itu ya anak jangan terlalu dibebani. Dibuat senang dulu dengan pelajarannya, pakai permainan atau apa kan bisa. Jangan terlalu formal lah. (Well, all aspects if possible, but the most important is that the children are not burdened. The children should fell happy with the lesson first by using games or something else. Don't be too formal.)

R : Iya pak. (Yes Sir.)

P : Ya nanti silahkan ketemu sama guru bahasa Inggrisnya, kira-kira tekniknya apa, gitu to? (Yes, please be free to meet the English teacher and to have a chat with her about the technique and so forth.)

R : Iya pak. Kalau mau melihat kondisi sekolah dulu boleh pak? (Yes Sir. Is it ok if I want to see the school condition first?)

P : Ya boleh, nanti sama gurunya saja mbak. (Yes you can meet the English teacher first Miss.)

R : Kalau begitu saya permisi dulu ya pak. (If so, I leave first Sir.)

P : O ya, silahkan. Nanti silahkan ngobrol-ngobrol saja sama gurunya ya mbak. (Yes, please, have a talk with the English teacher Miss.)

R : Nggeh pak maturnuwun sanget pak. (Ok, thank you so much Sir.)

Interview 2 (with the English teacher)

Date : Tuesday, 2nd July 2013

Time : 10.30 – 10.50

R : Researcher C : Collaborator

C : Sudah nunggu lama mbak? (Have you been waiting for too long Miss?)

R : O tidak kok bu. Gini bu, saya mau interview sedikit dengan ibu kalo ibu ada waktu. (Not really Miss. Well, I'd like to interview you if you have a time.)

C : O ya, nggak papa. Tadi sudah izin sama bapak kepala sekolahnya? (O, sure. Have you got the principal's permission?)

R : Sudah bu, tadi sudah saya serahkan surat observasinya. (Yes, I've already given the observation letter.)

C : Yaudah, mau tanya-tanya apa aja mbak? (Well, what do you want to ask?)

- R : Yang pertama, nama lengkap ibu? (First, your complete name Miss?)
- C : Chindra Triwulan Dhany mbak. Terus? (Chindra Triwulan Dhany Miss. Then?)
- R : Mm, bu Chindra lulusan mana ya? (Mm, From which University are you graduated?)
- C : UNY, PGSD mbak tahun 2012. (UNY, PGSD year 2012.)
- R : Sudah berapa lama bu ngajar disini? (For how long you have been teaching here?)
- C : Baru satu semester mbak. (Just a semester Miss.)
- R : Wah, baru bentar ya bu, terus dulu dikampus dapat mata kuliah bahasa inggris berapa lama bu? (Wow, quite a short time. So for how long you got got English education lecture?)
- C : Kalau saya itu, dulu dapet bahasa Inggris Cuma semester 2 mbak, tapi ya cuma kaya gitu, nggak diajari teknik-teknik mengajar bahasa Inggrisnya. (I got English in semester 2 Miss but I didn't taught about the technique in teaching English.)
- R : O jadi hanya dasar-dasarnya saja mungkin ya bu? O iya, ngajar disini semua kelas 1-6 A dan B bu? (I see, so just the basic? Well, do you teach all the classes from grade 1 to 6 A and B?)
- C : Iya mbak jadi ya suka agak bingung ngajarnya. Semua kelas mbak. (Yes Miss, so I am a little bit confused in how to teach them.)
- R : Kurikulumnya bagaimana bu? Kan sekolah ini belum kurikulum 2013 trus pake kurikulum apa? (What about the curriculum? This school isn't yet using the 2013 Curriculum, isn't it?)
- C : KTSP mbak. (School based curriculum Miss.)
- R : Kalau silabusnya bu? (What about the syllabus Miss?)
- C : Silabusnya ada, tapi saya masih pake yang dulu ki mbak, kan kebetulan guru yang dulu pindah trus saya pakai yang itu dulu. Untuk yang ajaran baru belum buat mbak. (I've the syllabus but I use the previous syllabus. Incidentally, the previous English teacher moved to another school so I use the same syllabus.)
- R : RPP juga masih memakai yang dulu bu? (Do you use the same lesson plan as well?)
- C : Iya mbak, masih pakai yang dulu. (Yes, I still use the previous one.)
- R : O yaudah bu, nanti kalo boleh saya copy ya bu? (O I see, if it is possible I'd like to copy it Miss.)
- C : Ya, nggak apa- apa. (Okay.)
- R : Biasanya kalau mengajar, ibu pakai teknik apa? (What technique do you use in teaching Miss?)
- C : Saya seringnya tak suruh grup mbak, gambar tapi kadang-kadang trus speaking itu lho trus sama ceramah. (I usually divide the students in group, drawing but sometimes speaking and explaining.)
- R : Media yang dipakai apa bu? (What media do you use?)
- C : Kadang gambar dari LKS. (Sometimes pictures on the course book.)

- R : Kalau game gitu pernah dipakai belum bu? (Have you ever used games?)
- C : Belum. (Not yet.)
- R : Trus kalau pengajaran reading, writing, listening sama speakingnya gimana bu? (So, how about the reading, writing, listening and speaking teaching?)
- C : Kalau saya, kalau membaca berkelompok, dadine kelompok meja baris pertama, kedua, ketiga gitu. Nanti bacanya bareng- bareng. (I usually ask the students to read a text in group. Group 1 is the first row, group two is the second row and group three is the third row and so forth. they read the text together (In a group).)
- R : O, jadi membaca bersama begitu ya bu. Ada kesulitan dalam mengajar reading tidak bu? (I see, so reading together. Do you have any difficulty in teaching reading?)
- C : Yaitu, ada yang ga mau ngikutin, ada yang diem. (There are some students who do not involved themselves in reading activity and keep silent.)
- R : O, mungkin siswanya kurang termotivasi bu. (Maybe the students are not motivated Miss.)
- C : Iya, terus speaking ya? Saya suruh maju satu-satu, saya tes hafalan tanpa membawa buku. Misalnya kalau temanya buah ya menghafal nama-nama buah. (Yes, and in speaking I ask them to come forward one by one. I assess their retitation, for example if the theme is kinds of fruit, then they have to memorize the name of fruits.)
- R : Jadi, disuruh maju dan menghafal ya bu. Kalau menulis gimana bu? (So, they are asked to come forward and memorize. What about teaching writing?)
- C : Kalau menulis, seringnya tak suruh melengkapi LKS mbak, Clever Book itu mbak. (In writing, the students are asked to fill in the exercises on course book, Clever Book.)
- R : Kalau sebelum menghafal itu, ibu mencontohkan dulu cara bacanya bu? (Before memorizing words, Do you give them a model how to pronoune the words?)
- C : Iya, misalnya hari ini membaca bareng-bareng, trus pertemuan berikutnya saya suruh menghafal. Udah dibilangin sebelumnya, besok menghafal ini gitu misalnya. (Yes, for example today they read together, next I ask them to memorize. I tell them first if tomorrow they have to recite the words.)
- R : Kalau listening, mendengarkan bagaimana bu? (How listening skill is taught Miss?)
- C : Kalau listening itu saya tidak pakai media-media mbak, tidak pakai musik.(I don't use any media and song in teaching listening Miss.)
- R : berarti listeningnya membaca, mendengarkan ibu guru, terus menghafal bu?(I see, so the students only read, listen to you and memorize the new words?)
- C : Iya mbak.(Yes miss.)
- R : Buku acuannya apa aja bu?(What book do you use as the reference?)

- C : Tadi itu mbak, Cuma Clever Book. (As I mentioned before, just Clever Book)
- R : Terus motivasi siswa di dalam kelas gimana bu? (So, how's the students' motivation during the lesson?)
- C : Kalau kelas 2-3 rame mbak tapi ya masih bisa dikendalikan. (Grade 2 and 3 always make a lot of noise miss but I can handle it.)
- R : Kalau latar belakang siswa disini bu? (What is the students' background Miss?)
- C : Disini rata-rata menengah keatas mbak. (The average students' background is middle to high.)
- R : Mmm... pelajaran bahasa Inggris seminggu sekali pertemuan ya bu? (Mm... English lesson is held once a week, isn't it Miss?)
- C : Iya seminggu sekali mbak. (Yes, once a week Miss.)
- R : O iya, kesulitannya apa bu dalam mengajar? (Anyway, do you have any difficulty in teaching?)
- C : Kesulitannya ya itu anak-anak kadang- kadang susah dikendalikan. (The difficulty is that sometimes the children are difficult to be managed.)
- R : Bu, kalau misal 2 atau 3 minggu lagi kan sudah mulai efektif belajar, kalau saya masuk kelas untuk observasi kegiatan belajar mengajar boleh bu? (Is it OK if I come into the classroom to observe the teaching and learning process two or three weeks later?)
- C : Ya, boleh mbak, tapi jadwalnya belum dirapatkan. Nanti saya SMS aja ya mbak kalau sudah ada jadwal? (Yes, it's Ok, but we haven't have the fixed schedule Miss. I'll text you later if the schedule has already fixed.)
- R : Iya bu, trimakasih banyak ya bu. (Yes Miss, thank you very much.)

Interview 3 (Discussion with the English teacher as the collaborator)

Date : July 23, 2013

Time : 10.30 – 10.50

R : Researcher

C: Collaborator

- C : Gimana mbak? Dari observasi ini sudah menemukan masalah? (How's the result? Have you found the problem from this observation?)
- R : Sudah bu, kalau menurut saya, ketika listening itu perlu ada kegiatan lain ya bu, jadi anak tidak hanya menghafal kata dan kemudian dites maju satu-persatu. Kalau reading- writing menggunakan LKS itu di LKS kebetulan sudah ada gambarnya ya bu, jadi anak menamai gambar, mencocokkan gambar dengan tulisan. (I have Miss. In my opinion, there needs to be another activity in teaching listening so that the children do not memorize the words all the time and have a test in front of class one by one. in reading-writing, there are some pictures on the course book that they students need to name and match them.)

- C : Iya mbak, lha terus gimana? (Yes Miss, so?)
- R : Kalau menurut ibu, gimana kalau kita fokus untuk meningkatkan listening anak? (What do you say if we focus on improving students' listening skill?)
- C : Iya mbak ngak apa-apa. Saya juga sering bingung kalau listening itu bagaimana kegiatannya. (It's Ok. I'm also confused how to teach them listening.)
- R : Kalau nanti saya pakai metode TPR untuk mengajar listening gimana bu? (How if I use TPR method to teach listening Miss?)
- C : TPR itu yang apa to mbak? (What's TPR Miss?)
- R : Gini bu, jadi dalam mengajar saya pakai semacam game, mungkin bisa saya memberi instruksi kepada anak-anak. Mm... misalnya kalau temanya part of body nanti saya kasih instruksi, touch your nose gitu trus anak-anak harus memegang hidungnya, gitu bu. Gimana? (So, in teaching I use a kind of game, I give instructions to the students. Mm... like if the theme is part of body I give some instructions; touch your nose and the children should touch their nose and so forth.)
- C : O iya mbak gak apa-apa. Lha terus minggu depan sudah mau mengajar belum mbak? (Oh, that's Ok Miss. So do you want to start teaching by next week?)
- R : Mungkin nanti saya pre-test dulu ya bu untuk mengetahui tingkat pemahaman siswa. Nanti ibu juga jadi collaborator ya bu, saya bawa teman satu juga untuk collaborator. (Maybe I will administer pre-test first to know the students' level. Later on, can you be a collaborator Miss? I'll invite one of my friend to be a collaborator as well.)

Interview 4 (with the students)

Date : Tuesday, 23rd July 2013

Time : 09.00 – 09.45

R : Researcher S1: Student 1

- R : Hai... jajan apa ini? (Hi... what do you buy?)
- S1 : Jajan Mie. (Noodle.)
- R : Jajan dimana? (Where do you buy it?)
- S1 : Dikantin... itu dibelakang sana kalau mau jajan. (In the canteen... in the back over there if you want to buy something.)
- R : Iya nanti saja... kamu kelas 3 kan ya? Namanya siapa? (Ok, later... you are the third grader, aren't you?)
- S1 : Iya. (Yes.)
- R : Seneng pelajaran bahasa inggris ga? (Do you like English?)
- S1 : Seneng. (Yes, I like)
- R : Kenapa? (Why?)
- S1 : Gampang. (It's easy.)

- R : Wah, hebat. Kalau di kelas seringnya ngapain pelajarannya?(Wow, that's great. What do you do during English lesson?)
- S1 : Menulis. (writing.)
- R : O, kalau kamu suka nyanyi sama main-main gitu ga?(I see, do you like singing song and playing?)
- S1 : Suka maen aku. (Yes, I love playing.)
- R : Kalau di kelas ga pernah nyanyi dan maen? Cuma nulis?(So, you never singing and playing game? just writing?)
- S1 : Iya, kalau pas kelas satu sering, sama miss yang dulu. Kalau sekarang menulis dan menghafal. (Yes, we used to do so with the former English teacher. Now, just writing and memorizing.)
- R : Mm... kalau pelajaran bahasa Inggris mudeng ga? (Mm... Do you understand the materials given?)
- S1 : Mudeng sedikit. (I understand, a little.)

Interview 5 (with the students)

Date : July 23, 2013

Time : 09.00 – 09.45

R : Researcher S2: Rara S3: Haya

- R : Hallo, belum pada dijemput ya? (Hallo, have you been picked up?)
- S2 : Belum miss. (Not yet Miss.)
- R : Kamu juga belum? Rumahnya jauh-jauh ya? (You too? Is your far from here?)
- S3 : Enggak jauh sih miss. (Not really far Miss.)
- R : O, eh, tadi gimana pelajarannya? Seneng ga? (Well, how's the lesson today? Are you happy?)
- S2 : Seneng miss, miss ika disini sekolah ya? (Yes, Happy Miss. Do you study here?)
- S3 : Masa sekolah udah gede? (
- R : Enggak, miss ika besok mau jadi guru bahasa Inggris di sini. (No, I want to be an English teacher here.)
- S2 : Wah, asik- asiik. (Wow, that's fun.)
- S3 : Miss ika, miss ika. Masih kuliah? (Miss Ika, miss Ika. Are you a university student now?)
- R : O iya, kalian sering nyanyi- nyanyi gitu ga di kelas?(Anyway, do you sing or play quite often in the classroom?)
- S3 : Enggak miss. (No Miss.)
- S2 : Iya miss, tapi dulu kalau sama miss yang dulu. (Yes Miss, but it was then with the former English teacher.)
- R : Seringnya nyanyi apa? (What song did you usually sing?)

- S2 : Ah udah lupa miss. (Ah, I've already forgotten Miss.)
- R : O gitu. Kalau sama miss cindra sering nyanyi atau bermain game ga? (O well, do you usually sing a song or playing game with Miss Chindra?)
- S2, S3 : Enggak miss, sukanya nulis kalau sama miss chindra. (No we don't Miss, we just write in the classroom with Miss Chindra.)
- R : Mm... kalian suka nyanyi atau main game ga? (Mm... do you like singing or playing game?)
- S2 : Suka miss. (Yes, I like Miss.)
- R : Wah, berarti besok nyanyi sama main game saja ya kalau sama miss ika. (Well, so tomorrow we will sing and play game with me.)
- S2 : Iya miss ga papa. (Yes, that's Ok Miss.)
- R : Kamu juga suka nyanyi dan maen game kan Hayya? (Hayya also like singing and playing game, don't you?)
- S3 : Hehe... iya miss aku juga suka. (Hehe... yes Miss I like too.)
- R : Biasanya kalau habis nulis, sering ngapain sama miss chindra? (What do you do with Miss Chindra after writing?)
- S2 : Biasanya ngapalin, terus maju satu-satu miss. (We usually do memorizing and come forward in turn Miss.)
- S3 : Miss aku mau pulang. (Miss I am leaving now.)
- R : O ya sudah... hati-hati yaa... makasih ya. See you. (Oh, Okay... Be careful on your way... thanks.)
- R : Rara, kalau di kelas bu guru sering ngomong bahasa Inggris ga?(Rara, does your teacher speak in English frequently?)
- S2 : Enggak. (No)
- R : Terus seringnya menerangkan pakai bahasa Indonesia?(So, She explain the materials in Indonesian?)
- S2 : Campur-campur. Indonesia bisa, bahasa jawa gitu miss. Miss ika ga bisa bahasa jawa ya?(Mixed, Indonesian and Javanese. Can you speak Javanese?)
- R : Bisa dong Rara. (Sure I can Rara.)

Interview 6 (with the students)

Date : July 23, 2013

Time : 09.00 – 09.45

R : Researcher S4: Maura

- R : Hallo, tadi bisa ga tugasnya? (Hallo, can you do the task?)
- S4 : Bisa miss tapi suka bingung. (I can but I'm confused.)
- R : Bingung kenapa? (Why do you feel so?)
- S4 : Tadi itu miss yang ngurutin kata. (When rearranging words Miss.)
- R : O yang menyusun kata jadi kalimat itu ya. (I see, arranging words into sentences.)
- S4 : Iya miss. (Yes Miss.)

- R : Susah ya? (Is it difficult?)
 S4 : Iya miss bingung caranya. (Yes Miss, don't know how to do that.)
 R : Selain tugas yang itu apa lagi yang susah? (Aside from doing that task, in what activity do you get difficulty?)
 S4 : Sering lupa ngapalin bahasa inggrisnya apa. (I often forget the English equivalence.)
 R : Tapi mudeng ga tadi? (But do you understand the materials?)
 S4 : Mudeng miss. (I understand Miss.)
 R : Selain menulis dan menghafal, di kelas ngapain aja biasanya? (Aside from writing and memorizing what do you do in the class?)
 S4 : Ga ada, seringnya gitu. (Nothing, that's all.)
 R : O gitu terus ya? Sering pake gambar-gambar ga? (All the time? Is there any picture used during the lesson?)
 S4 : Lihat gambar di buku miss. (Looking at the pictures on the book Miss.)
 R : Buku apa? (What book?)
 S4 : Buku LKS miss. (Course book Miss.)
 R : O gitu, mau pulang sekarang ya? (I see, do you want to go home now?)
 S4 : Iya miss. (Yes Miss.)
 R : Ok, ayok barengan keluarnya. (Ok, let's get out together.)

Interview 7 (Discussion with the collaborator after meeting 1 of cycle 1)

Date : August 27, 2013

Time : 10.40 – 10.45

R : Researcher C: Collaborator

- R : Gimana buk tadi? (How's the teaching and learning process Miss?)
 C : Ya sudah bagus sih mbak. Respon anak-anak juga bagus. Memang sekelas ada banyak anak, jadi sering gaduh. Ada baiknya kalau anak-anak jangan dibiarkan nganggur, harus selalu diberi tugas jadi mereka ga gaduh sendiri, mloya-mlayu kayak tadi. (You've done quite well. The students' responses are good. Indeed, there are many students in the classroom, so they make a lot of noise easily. it's better for you to not let them without a single task. They have to be given a task so that they don't make noise and run here and there like what they have done just now.)
 R : Iya buk, saya tadi memang agak kualahan juga nanganin anak-anaknya. (Yes Miss, I've been a little bit overwhelmed in managing them.)
 C : Terus, sebisa mungkin sebelum ngasih tugas anak-anak dikasih tau caranya. Bisa juga ditulis di papan tulis, jangan sampai papan tulis kosong. Atau dikasih contoh dulu. (Well, wherever possible, you have to tell the instructions first before you give the students a task. You can write them on the board. Don't left the board empty. Or you can give them an example first.)

- R : O iya buk besok saya lebih jelas lagi ngasih instruksinya. Trus materinya gimana buk? (Yes Miss, I'll give the instructions more clearly then. What about the materials Miss?)
- C : Pas sih buat anak-anak, tidak terlau sulit. (The materials are suitable for the kids. Not too difficult.)

Interview 8 (with the student after meeting 1 of cycle 1)

Date : August 27, 2013

Time : 10.45- 10.55

R : Researcher S1: Rara

- R : Hai Rara, hari ini seneng ga? (Hi Rara, are you happy today?)
- S1 : Mm... ya seneng miss. (Mm... yes, happy Miss.)
- R : Tadi mudeng ga Rara? (Do you understand the materials Rara?)
- S1 : Mudeng Miss. (Understand Miss.)
- R : Susah ga? (Is it difficult?)
- S1 : Enggak miss, gampang. Tapi kecepeten. (No, easy Miss but too fast.)
- R : Kecepeten apanya? Instruksinya ya? (What part is too fast? The instructions?)
- S1 : Iya miss, jadi ga bisa mikir. (Yes Miss, I can't think first.)
- R : O gitu, jadi harus lebih pelan ya. Kalau kamu suka nyanyinya ga? (I see, so a little bit slower. Do you like singing the songs?)
- S1 : Suka miss. (I like it Miss.)
- R : O iya, tadi kan ga nulis-nulisnya Cuma dikit, km seneng ga? (Well, today you have just wrote a little , are you happy with that?)
- S1 : Seneng miss, enggak ngapalin. (Happy Miss, no memorization.)
- R : Kalau nyanyinya seneng ga? (How about singing the songs. Are you happy?)
- S1 : mm... seneng miss tapi ga apal aku. (Mm... Happy but I don't know the lyric.)
- R : O, ga hafal lirik lagunya ya? Ga papa, besok miss ajarin nyanyi-nyanyi lagi ya, mau? (Oh, you don't memorize the lyric. It's Ok, I'll teach you singing again then. Will you like it?)
- S1 : Mau-mau aja miss. (I will Miss.)
- R : Kalau game nya gimana suka ga?Mudeng kan?(How's the game? Do you like it? You understand how to play the game, don't you?)
- S1 : Mm.... (Smiling) mudeng miss tapi bingung juga. (Mm... yes I understand but a little bit confused.)
- R : Bingung gimana? Kan gampang. (Why are you confused? It's easy. Isn't it?)
- S1 : Iyaa... itu gimana... (Yes... How to...)
- R : O, peraturannya ya, cara mainnya gimana gitu?(O, the rules? The way you play it?)
- S1 : Iya miss aku ga tau pertamanya. (Yes Miss, at first, I don't know (how to play the game.)

Interview 9 (with the student after meeting 1 of cycle 1)

Date : August 27, 2013

Time : 10.55 – 11.00

R : Researcher S2: Haya

- R : Haya, miss ika mau tanya nih. (Haya, I want to ask you questions.)
 S2 : Apa miss. (What question Miss?)
 R : Tadi belajarnya seneng ga? (Are you happy today?)
 S2 : Seneng miss, rame. (Happy Miss, interesting.)
 R : Susah? (Difficult?)
 S2 : Enggak miss, gampang. (No Miss, easy.)
 R : Terlalu gampang? (Too easy?)
 S2 : Enggak juga, biasa miss. (No, so-so.)
 R : Kalau nyanyi-nyanyinya kalian suka ga? (Do you like singing the songs kids?)
 S2 : Suka miss, aku suka nyanyi miss, dulu kelas 1 nyanyi juga sama miss yang satunya. (Yes Miss, I like singing. We used to sing songs in the first grade with another teacher (the former English teacher).
 R : Kalau game nya suka? (Do you like the game?)
 S2 : yaa... lumayan miss. (I quite like it Miss.)

Interview 10 (with the student after meeting 1 of cycle 1)

Date : August 27, 2013

Time : 10.55 – 11.00

R : Researcher S3: Juna S4: Raffie

- R : Mas Juna sama Raffie, tadi suka nggak pelajarannya? (Mas Juna and Mas Raffie, do you like the lesson today?)
 S3 : Lumayan miss. (I quite like it Miss.)
 S4 : Iya lumayan suka miss. (Yes I quite like it too Miss.)
 R : O gitu ya. Tadi gampang apa susah? (I see. Is the lesson too easy or difficult?)
 S3 : Gampang miss. Ga susah kok. (Easy Miss. it isn't difficult.)
 R : Tadi ngerti ga yang dipelajari apa? Mudeng? (Do you understand the materials?)
 S3 : Mudeng miss, gampang pokoknya. (Understand, it's easy.)
 R : Gampang apanya coba?
 S3 : Ya gampang tepuk tangan, geleng kepala gitu. (Well, clapping hands, shaking head and so forth.)
 R : Kalau nyanyi sama game nya suka ga? (Do you like the game and song?)
 S3 : Suka (Yes, I like it.)

- S4 : Suka tapi aku suka game- game gitu. Miss, mau ikut petak umpet ga? (I like it but I like playing game the most. Do you want to join playing Hide and Seek Miss?)
- S3 : Ayo miss ikut. (Come on Miss.)
- R : Sekarang kan saatnya pulang, jadi miss ga ikut maen. Besok mau ga belajar kayak tadi lagi? (It's time to go home, so I can't join you. Do you want to study the same way tomorrow?)
- S3 : Mau miss. (I want Miss.)

Interview 11 (with the collaborator after meeting 2 of cycle 1)

Date : September 3, 2013

Time : 10.40-10.45

R : Researcher C: Collaborator

- R : Gimana miss hari ini? (How's today lesson Miss?)
- C : Ini hasil observasinya sudah saya tulis, saya agak buru-buru ni. Tekninya sudah bagus. Anak-anak bisa merespon dengan baik. Cuma itu lho mbak, sebelum ngasih tugas-tugas sebaiknya di cek dulu anak-anak sudah paham belum dengan instruksinya. Biar anak nggak banyak bertanya dan bingung lagi mbak. (This is the result of the observation I've written. I am in a hurry. The technique is good. The children can respond well, but before giving students tasks, it's better for you to check whether they have already understood the instructions or not so that they will not ask too many questions and get confused.)
- R : O gitu, iya bu, besok saya lebih jelas lagi ngasih instruksinya. (I see, tomorrow I will give the instructions more clearly.)

Interview 12 (with the student after meeting 2 of cycle 1)

Date : September 3, 2013

Time : 10.45 – 10.50

R : Researcher S5: Cinta

- R : Tadi belajarnya seneng ga cin? (Do you like the lesson cin?)
- S5 : Seneng... (I like it.)
- R : Senengnya kenapa? (Why?)
- S5 : Ya seneng aja... (just like it.)
- R : Susah ga? (Is it difficult?)
- S5 : Gampang miss, kan cuma ruang sekolah sama jalan-jalan. Tapi ga jelas deng miss. (It's easy, just study rooms in the school and moving but it isn't clear Miss.)
- R : Ga jelas gimana? (What's point is not clear?)

- S5 : Pas gambar-gambar itu bingung disuruh apa. (When using pictures, I'm confused how to do.)
- R : O gitu pas gambar jalan di peta ya? Yaudah besok miss ika lebih jelas lagi deh. Tadi pas miss ngomong pake bahasa inggris ngerti ga? (Oh, when you are drawing a route on the map? Well, I will give the instructions more clearly then. When I speak in English, do you understand it?)
- R : **Tadi pas Miss ngomong pake bahasa inggris ngerti ga?(Do you understand when I speak in English?)**
- S5 : **Sedikit ngerti. Kalau pake inggris terus ga dong kalau diterangin. (I do, a little. If you speak in English all the time, sometimes I don't get the point.)**
- R : Tadi pas disuruh jalan-jalan pake tanda itu gimana?Kamu suka ga kalau pake gambar gitu? (When you are asked to walk using the public signs, what do you feel? Do you like the pictures?)
- S5 : Suka miss. aku sukanya gambar-gambar. Kartun aku suka miss. (I like that. I like pictures. I like cartoon Miss.)
- R : O gitu, besok miss bawain gambar-gambar kartun deh. (Well, I'll bring some cartoon pictures then.)

Interview 13 (with the student after meeting 2 of cycle 1)

Date : September 3, 2013

Time : 10.50- 10.55

R : Researcher S6: Dewi

- R : Tadi mudeng ga belajar sama miss ika? (Do you understand the materials today?)
- S6 : Mudeng miss, tapi bingung. (Yes Miss, but confused.)
- R : Kenapa bingung? Bingung yang mana? (Why? In which part?)
- S6 : itu lho miss yang gambar dipeta itu yang anak panah. (When drawing a map using arrow.)
- R : O yang gambar rute? (Oh, when drawing a route?)
- S6 : Iya iya yang itu! (Yes, that's it.)
- R : Lhoh kenapa kok bingung? (Why do you confused?)
- S6 : Ga tau disuruh apa. Miss nya buru-buru sih. (I don't know how to do. You are too fast.)
- R : O gitu. Kalau yang pakek rambu-rambu lalu lintas itu jelas ga? (I see. Are the public sign clear enough?)
- S6 : Jelas miss kalo yang itu. (That's clear Miss.)
- R : Mudeng ga? (do you understand?)
- S6 : Mudeng miss. (Understand Miss.)
- R : Seneng ga? (Are you happy?)
- S6 : Seneng miss (Yes Miss.)
- R : Kenapa? (Why?)

- S6 : Bisa sambil main-main muter-muter kelas. (I can move around the classroom.)
- R : O gitu, tadi pas miss ika jelasin pake bahasa inggris kamu ngerti ga maksudnya apa? (Well, when I explain in English, do you get the point?)
- S6 : Pertamanya ga tau miss tapi lama-lama tau. (I don't understand at first, but then I understand.)
- R : Setelah dikasih contoh baru tau ya? (After being given the example and you understand, don't you?)
- S6 : Iya miss, kalo udah dijelasin. (Yes Miss, after being explained.)
- R : Kalau dijelasin enakny pake bahasa apa? (What language you choose to be used in explaining the materials?)
- S6 : Bahasa Indonesia, bahasa inggris, jawa, semuanyaaaa. (Indonesian, English, Javanese, All.)

Interview 14 (with the collaborator after meeting 3 of cycle 1)

Date : September 10, 2013

Time : 10.40-10.45

R : Researcher C: Collaborator

- R : Miss, hari ini gimana? Kok sebagian anak masih ada yang gaduh sendiri ya miss? (How's the lesson today Miss?) I wonder why some students still make noises?)
- C : Ya memang seperti itu mbak, lengah sedikit langsung rame. Diawal pelajaran memang harus ditegaskan peraturannya dulu mbak, tiap kali mereka gaduh juga langsung saja di ingatkan dengan peraturannya, ditulis di papan tulis juga bisa mbak. (Yes indeed, they'll immediately make noises as you are a little bit careless. In the opening, the rules need to be clearly stated. As they are noisy, you can remind them about the rules or write the rules in the board.)
- R : Oiya miss, bisa juga seperti itu. Mungkin kalau di bikin grup-grup gitu mereka bisa lebih tenang ya miss? (I see Miss, yes it could be like that. Maybe by administering group work they will be more calm?)
- C : Iya bisa juga mbak, coba cari cara biar anak-anak lebih kalem. (Yes it can be, just try to find a way to calm the children.)

Interview 15 (with the student after meeting 3 of cycle 1)

Date : September 10, 2013

Time : 10.40-10.45

R : Researcher S7: Ratna

- R : Hai, kamu kok ga jajan? (Why don't you buy some food?)
- S7 : Uangnya habis miss. (Run out of money Miss.)
- R : Wah, pasti jajan terus tadi pagi. (You definitely kept buying snacks this morning.)

- S7 : Hehe... miss aku udah dijemput mama. (Hehe... my mom's already came to pick me up.)
- R : O, ya biar ditunggu, kan cuma kurang sebentar lagi pulangnye. Ratna kemaren pelajarannya seneng ga? (O well, she will wait for you. Just a minute more. Did you enjoy the lesson yesterday?)
- S7 : Yang mana miss? (Which one Miss?)
- R : yang kemaren sama miss ika. (Yesterday's lesson, with me.)
- S7 : O ya seneng, seneng miss. (I see, I was happy Miss.)
- R : Kenapa? (Why?)
- S7 : Ya enak gampang, maen-maen gitu miss. (Fun, it's easy. Just playing around Miss.)
- R : Tapi kamu mudeng ga hayo? (But, did you understand?)
- S7 : Mudeng miss. (I did Miss.)
- R : Coba yang dipelajari apa? (Ok then, what did you learn?)
- S7 : Penciiiiil... book... gitu miss. (Penciiiiil... book... and so on.)
- R : Songnya suka ga? (Did you like the song?)
- S7 : Song... lagu ya miss? (Song... is it lagu?)
- R : Iyaaa... (Yees...)
- S7 : Suka miss tapi cuma denger dikit aja. (I liked that but I just heard a little from the song.)
- R : O gitu, kalo miss ika ngomong pake bahasa inggris mudeng ga? (Oh well, if I speak in English, do you get what I mean?)
- S7 : Mudeng dikit miss. (A little bit Miss.)
- R : Tadi suka ga pas pakek gambar? (Do you like the pictures?)
- S7 : Suka miss... suka. (Yes Miss... I like them.)
- R : Kenapa? (Why?)
- S7 : Lucu miss, asik menempel gitu. (Funny. The sticking was enjoyable.)

Interview 16 (with the student after meeting 3 of cycle 1)

Date : September 10, 2013

Time : 10.40-10.45

R : Researcher S8: Rizky S9: Farel

- R : Gimana tadi? Belajarnya seneng? (How's the lesson? Are you happy?)
- S8 : Seneng miss. (Yes we are Miss.)
- R : Kenapa kok seneng? (Why do you feel happy?)
- S8 : Asik miss, nempel- nempel. (It's fun when we stick the pictures.)
- R : Kalian suka nempel-nempel gambar gitu?(Do you like sticking pictures?)
- S8 : Iya suka miss. (Yes, we like it miss.)
- R : Kalau Farel? (How about you Farel?)
- S9 : Suka miss, eh kalo aku suka menghafal. Eh enggak lebih suka menempel aja miss. (I like it Miss. eh, I like memorizing as well. Eh, no I prefer sticking.)

- R : Jadi lebih suka pelajaran kayak tadi apa yang pelajaran sama miss chindra?
(So which one do you prefer, my lesson or Miss Chindra's?)
- S8 : Yang kayak tadi aja miss. (The lesson just now Miss.)
- S9 : Iya miss yang kayak tadi yang enggak menghafal miss. (Yes the same as now Miss, no memorization.)
- R : Tapi kalian tau ga tadi yang udah dipelajari? (But do you know what have just you learnt?)
- S8, S9 : Tau... tauuu... (Yes... We know.)
- R : Tau apa? (Know what?)
- S8 : Tau miss, pelajarannya itu alat-alat sekolah. (Know that we learn stationery.)
- R : Terus apa lagi? (So what else?)
- S8 : Terus open book, pencil gitu kan miss? (Then, open book, pencil. Is that it?)
- S9 : Miss ika, miss ika... miss ika kemaren jaketnya lupa ya? (Miss ika, Miss ika... you forgot your jacket yesterday.)
- R : Iyaaa... makasih ya jaketnya. Kalau miss ika menjelaskan didepan kalian ngerti ga? (Yees... thanks for the jacket. Do you understand when I explain in front of the class?)
- S9 : Ngerti dikit miss. (A little Miss.)
- R : Kalau miss ika ngomong bahasa inggris. (When I speak in English?)
- S8 : Ngerti miss, kalau ga ngerti tanya miss. (I understand Miss, if I don't then I'll ask you.)
- R : O gitu. (I see.)

Interview 17 (with the student after meeting 1 of cycle 2)

Date : September 17, 2013

Time : 11.20- 11.25

R: Researcher S10: Maharani

- R : Hai, miss ika mau tanya-tanya ni, boleh ga? (Hi, May I ask you something?)
- S10 : Boleh miss. (Yes you can Miss.)
- R : Hari ini gimana pelajarannya? Seneng? (How's the lesson? Are you happy?)
- S10 : Seneng miss, soalnya ada paper dollnya miss. (Yes, I am happy miss because there are some paper dolls.)
- R : Iya, suka ya kalau dikasih gambar-gambar? (Do you like pictures?)
- S10 : Iya miss. (Yes Miss.)
- R : Pelajarannya maunya kayak gimana? Kayak gini terus mau? (How do you like the lesson? the same as now?)
- S10 : Mau miss, main-main terus ya miss. (I'd like too Miss, playing around all the time.)
- R : Tadi tau ga apa yang dipelajari? (What you've learnt today?)
- S10 : Tau miss. Miss ini wear dress miss. (Wear dress Miss.)
- R : Iya bagus. Oiya, miss ika udah pas belum ngajar kalian? (Yes, good. Anyway, does the way I teach appropriate for you guys?)

- S10 : Udah miss, asik banyak main ga menghafal terus. (Yes Miss. it's fun. We play not memorize all the time.)
- R : Kalau tadi yang *throw the ball* itu kamu suka ga?(Do you like the *Throw the ball*?)
- S10 : Suka miss, besok gitu lagi ya miss? (I like it miss. Can we do the same for the next
- R : Kalau pas dijelasin pakai bahasa inggris mudeng ga? (Do you understand when I explain in English?)
- S10 : Mudeng miss. (I understand Miss.)
- R : Mm, kalau dikelompokin gitu seneng ga? (Mm, are you happy when working in group?)
- S10 : Seneng. (Happy.)
- R : Kamu tadi kelompok apa? (What group are you?)
- S10 : Kelompok SpongeBob miss, menang terus pas game. Kalau Doraemon kalah terus miss. (SpongeBob group Miss, always wins the game and Doraemon always loses.)
- R : Kalau pas mengikuti perintah miss ika yang pakein baju itu kamu bisa ga? (Can you follow my instructions to dress up your doll?)
- S10 : Bisa miss. (Yes I can Miss.)
- R : Seneng ga? (Are you happy with that?)
- S10 : Ya seneng miss. (Yes, I'm happy Miss.)

Interview 18 (with the student after meeting 1 of cycle 2)

Date : September 17, 2013

Time : 11.20- 11.25

R: Researcher

S11: Maharani

S12: Novi

- R : Kamu seneng ga diajar miss ika bahasa inggris? (Are you happy when I teach you using English?)
- S11 : Seneng miss, enggak galak. (Happy Miss, you aren't ferocious.)
- S12 : Iya miss, kalau aku sering disalah-salahin sama Miss.Chindra miss. Aku padahal ga rame lho miss, tenan. (Yes right Miss, I'm often blamed by Miss. Childra. In fact, I don't make a lot of noise.)
- R : Hehe, ah, masa? Kalian pasti rame terus, makanya digalakin. Terus... tadi kamu mudeng ga? (Hehe, really? You must make a lot of noise all the time, so you are scolded. So... do you understand the materials?)
- S11 : Mudeng. (I understand.)
- R : Kalau miss ika nerangin pake bahasa inggris pas menyapa kalian, menerangkan, trus pas sebelum ngasih tugas itu kalian ngerti ga?
- S11 : Ngerti dong miss. (Do you understand what I said when I explain the materials, say the greeting and give the instructions before you do a task in English?)
- S12 : Mudeng. Dikasih contoh dulu jadi ngerti. (Understand, you give the example first, so we understand.)

- R : Tadi pelajarannya gampang apa susah? (Is the material too easy or difficult?)
 S11 : Ga susah miss. (Not difficult Miss.)
 R : Kalau Novi, ada kesulitan? (Novi, do you get any difficulty?)
 S12 : Emm... sedikit miss, sedikit bgt. (Emm... a little bit, just a little bit Miss.)
 R : Sulitnya pas disuruh ngapain? (Having difficulty when being asked for what?)
 S12 : Apa ya... ya pokoknya itulah miss. (What is it... it's difficult to say it.)
 R : Kamu suka ga sama gambar-gambarnya? (Do you like the pictures?)
 S11 : Suka miss. Suka menempel, gambar juga suka. (Yes. I like sticking and pictures too.)
 R : Kalau pelajaran suka pake game-game nya ga? (Do you like the game?)
 S11 : Suka miss. (Yes I like Miss.)
 S12 : Asik miss, ga bosen di kelas. (It was fun and not boring in the classroom.)
 R : Kalau miss ngomong atau nerangin, kamu mudeng kan? (When I'm speaking or explaining, do you understand?)
 S11 : Mudeng miss. (I understand Miss.)
 S12 : Miss. ika...Miss. ika orang-orangnya mau aku simpen terus lho. Sampe besok ketemu lagi. (Miss Ika... Miss Ika... I'll keep the paper dolls until I meet you again.)
 R : Iya, Oke makasih yaa... (Yes, Ok... thank you...)

Interview 19 (with the collaborator after meeting 2 of cycle 2)

Date : October 1, 2013

Time : 10.20-10.30

R: Researcher C: Collaborator

- C : Ini mbak checklist nya. (Here is the checklist Miss.)
 R : Oiya bu, makasih. (Ok thank you Miss.)
 C : Udah sampe mana mbak skripsinya? Udah mau selese ya? (How's your skripsi? Is it almost done?)
 R : Baru selese bab 3, ini sama ngumpulin data-datanya. Oiya, gimana miss tadi? (I've just finished chapter 3 and still collecting the data. Anyway, how's today's lesson Miss?)
 C : Sudah bagus kok mbak. (You've done well Miss.)
 R : Suara saya kurang keras ya miss? (Is my voice too low?)
 C : Enggak lah, suara anda sudah keras lho. (No, your voice is already loud enough.)
 R : Saya kira kalau kurang keras miss. Ini anak-anak agak telat ya miss pulangny. (I think it isn't loud enough Miss. the children are a little bit late to go home.)
 C : Iya mbak, ga pa-pa. Soalnya tadi dipake Bu Darmi, anak-anak belum istirahat. (It's Ok. Bu Darmi take some minutes of English lesson, so the children hadn't have a break.)

Interview 20 (with the student after meeting 2 of cycle 2)

Date : October 2, 2013

Time : 19.00- 09.10

R: Researcher S13: Rizky

R : Rizky, sini duduk sama Miss. Ika. (Rizky, come here and sit down next to Miss. Ika.)

S13 : Kenapa Miss? (What's wrong Miss?)

R : Masih istirahat ya? (Are you still having break?)

S13 : Iya miss. (Yes Miss.)

R : Yaudah, Miss. Ika tanya-tanya dulu ya? (Ok then, I'll ask you some questions.)

S13 : (Mengangguk.) (Nodding.)

R : Kemarin pas belajar Sport kamu suka ga? (Did you feel happy when studying about Sport?)

S13 : Suka miss, kan aku suka olahraga. (Yes, I liked it Miss, I love sport.)

R : Kemarin ngerti ya pas pelajaran? (Did you understand?)

S13 : Ya... ya... ya... Lumayan. (Yes... quite understand.)

R : ada yang susah? (Any difficulty?)

S13 : Maksudnya? (Pardon?)

R : Yang sulit apa? Ada yang sulit ga? (Did you get any difficulty?)

S13 : Ga ada. Sedikiiiiit, sedikit segini miss. (No just got a little bit difficulty like this (pinching his fingers))

R : Berarti bisa ya? Kalau pas bergerak menirukan gaya kamu bisa ga? (So, you understood the materials, didn't you? Can you follow the instructions by moving about?)

S14 : Bisa. (Yes I can.)

R : Seneng ga? (Are you happy?)

S14 : Seneng miss. (I'm happy Miss.)

R : Kenapa kok seneng? (Why do you feel so?)

S14 : Bisa gerak-gerak ga nulis terus. (I can move about, not writing all the time.)

Interview 21 (with the student after meeting 2 of cycle 2)

Date : October 2, 2013

Time : 09.10- 09.15

R: Researcher S14: Maura

R : Yang paling ga disukai dari pelajaran Miss.Ika apa? (What do you hate the most from studying with Miss Ika?)

S14 : Suka semuanya. (I like all.)

R : Ngerti? (Understand all?)

S14 : Ya. (Yes.)

- R : Kalau melempar bola dan menempel gambar suka ga? (Do you like sticking and Throw the ball game?)
- S14 : Suka. (Yes I like.)
- R : Berarti bisa ya? Kalau pas bergerak menirukan gaya kamu bisa ga? (So, you understood the materials, didn't you? Can you follow the instructions by moving about?)
- S14 : Bisa. (Yes I can.)
- R : Seneng ga? (Are you happy?)
- S14 : Seneng miss. (I'm happy Miss.)
- R : Kenapa kok seneng? (Why do you feel so?)
- S14 : Bisa gerak-gerak ga nulis terus. (I can move about, not writing all the time.)

Interview 22 (with the student after meeting 2 of cycle 2)

Date : October 2, 2013

Time : 09.15- 09.20

R: Researcher S15: Safrena

- R : kemarin pas diajar Sport, olahraga mudeng ga? (Did you understand when learning about sport, yesterday?)
- S15 : Mudeng. (Yes I understood.)
- R : Terus, yang kamu sukai pas pelajaran apa? (So, what do you like when studying?)
- S15 : Suka semua. (All.)
- R : Suka semua? Terus, ada pesan buat Miss. Ika? Besok ngajarnya harus gimana gitu? (You like all? So, what's your opinion and suggestion for Miss. Ika? For the next teaching maybe?)
- S15 : Heemm... Ga ada Miss. (Heemm... Nothing Miss.)
- R : Terus kalau disuruh bergerak menirukan gaya gitu seneng ga? (So did you feel happy when moving about?)
- S15 : Kalau dulu yang sendiri di depan itu aku malu miss. Kalau bareng sama kelompok aku bisa miss, seneng. (I was ashamed when perform alone in front of the class but I could do that together in group well, happy.)
- R : O gitu, kalau kemaren gimana? Pas dibagi dalam grup itu seneng ga? (O I see, how about yesterday? When you were divided into group? Happy?)
- S15 : Seneng miss. (Yes, I was happy Miss.)

APPENDIX F
STUDENTS' LISTENING
SCORES

GRADE III B STUDENTS' LISTENING SCORES

NO	NAMA	Pre-Test	Cycle 1			Cycle 2	
			M1	M2	M3	M1	Post
1	Bintang Dhika	5	7	7	8	8	7
2	Abim Lintang Nugroho	6	7	8	8	9	10
3	Adilangga Putra P	7	7	6	8	8	10
4	Anas Auliahaq	7	7	8	9	8	8
5	Arjuna Blesdio S	10	10	9	10	10	10
6	Audilla Rosa Febrianti	7	8	9	10	9	8
7	Calvin Pratista	4	8	7	7		8
8	Deva Sherly Octavia	9	7	8	9	9	10
9	Diananda Ivory Putry	8	7	7	8	8	9
10	Dirham Liendan Susant	7	6	7	8	8	10
11	Erika Bulan Indah Anar	8	9	8	8	9	10
12	Faisal Yasin	7	6	7	8	8	8
13	Faisyal Prakasa Wibaw	6	7	9	9	9	10
14	Fania Maharani	10	7	8	8	10	10
15	Farrel Setya Kumara	10	7	9	10	10	10
16	Galih Kusuma Tuhu W	5	7	6	7	8	7
17	Irsyal Maruli Andisyah	8	8	7	9	8	8
18	Khalisha Zukhrufa H	10	8	8	10	10	10
19	Maura Fara Fadyla	8	9	8	10	9	10
20	M Fahrizki Ramadhan	8	10	9	9	10	10
21	Nafidha Rahma M	7	7	7	8	9	8
22	Novi Nur Diana	7	8	7	8	8	8
23	Oktavio Billie R	4	8	6	8	7	7
24	Raffie Putra Rachmawa	10	8	10	10	9	10
25	Ratna Kurnia Azzahra	8	7	9	9	8	8
26	Safrena Ayu Fadza R	7	8	7	8	8	8
27	Yulistya Indah P	7	7	7	8	8	8
28	Farrel Arva A	8	8	8	9	8	10
29	Cintani Aisyah A	8	10	8		9	10
30	Rara Syahra Maharani	7		8	9	8	10
31	Dewi	8	8	8	8	9	10
Average		7.45161	7.7	7.742	8.6	8.63	9.0323
Average Mean Score		7.45161	8.013978495			8.832795699	
Improvement		0.562365495				0.818817204	
Total improvement		1.381182699					

APPENDIX G
THE QUESTIONNAIRES' SCORES

COLLECTED QUESTIONNAIRES' SCORES

Question Number	Respondent																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	4	4	4	4	4	2	4	2	4	4	4	3	4	3	3	4	3	4	4	4	4	4	3	3
2	3	4	3	4	4	2	4	3	4	4	3	4	4	3	4	3	2	3	4	3	4	3	3	4
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25	26	27	28	29	30	31	ΣX	Mn Item	Mn Aspect	Aspect
4	4	4	3	3	3	4	111	3.580645161	3.419354839	Theme
3	3	4	3	4	3	2	104	3.35483871		
4	4	4	3	4	3	3	103	3.322580645		
4	4	4	3	4	2	4	107	3.451612903		
3	3	4	2	3	3	2	105	3.387096774		
3	4	4	3	4	3	4	115	3.709677419	3.477419355	Activities
3	4	4	3	4	3	3	112	3.612903226		
3	4	4	4	3	3	3	105	3.387096774		
3	4	4	4	4	3	3	103	3.322580645		
3	4	4	4	4	3	2	104	3.35483871		
3	4	4	4	3	4	2	112	3.612903226	3.503225806	Technique
4	4	4	3	3	3	4	108	3.483870968		
4	3	4	3	4	4	4	113	3.64516129		
3	4	4	3	3	3	3	100	3.225806452		
3	4	4	4	4	3	3	110	3.548387097		
2	4	4	4	3	4	4	100	3.225806452	3.290322581	Media
3	4	4	3	4	3	3	104	3.35483871		
4	4	4	3	4	4	3	116	3.741935484	3.494623656	Classroom Management
4	3	4	3	4	3	4	105	3.387096774		
3	3	4	3	3	3	3	104	3.35483871		
3	4	4	3	3	3	3	109	3.516129032	3.516129032	Class. English
3	4	4	3	4	3	3	111	3.580645161	3.580645161	Lesson
3	4	4	4	3	3	3	108	3.483870968	3.483870968	Teacher
Note:								Total	27.7655914	
ΣX: Total Score								Average Mn	3.470698925	

APPENDIX H

STUDENTS' TESTS

STUDENTS' PRE-TEST

Name : Billie

Number :

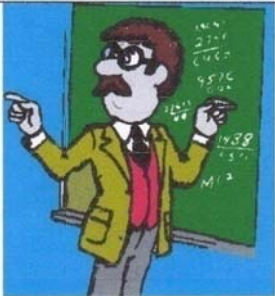







Pilihlah gambar yang sesuai dengan pekerjaan yang disebutkan oleh guru kalian. Soal untuk setiap nomor hanya akan diulang dua kali, jadi dengarkan baik-baik ya adik-adik ^_^



SELAMAT MENGERJAKAN

1.	 A.	 B.
2.	 A.	 B.
3.	 A.	 B.

4 Harus belajar lagi ya ^_^

4.	 A.	 B.
5.	 A.	 B.
6.	 A.	 B.
7.	 A.	 B.



Name : Faisyol P
 Number : 13

Pilihlah gambar yang sesuai dengan pekerjaan yang disebutkan oleh guru kalian. Soal untuk setiap nomor hanya akan diulang dua kali, jadi dengarkan baik-baik ya adik-adik ^_^



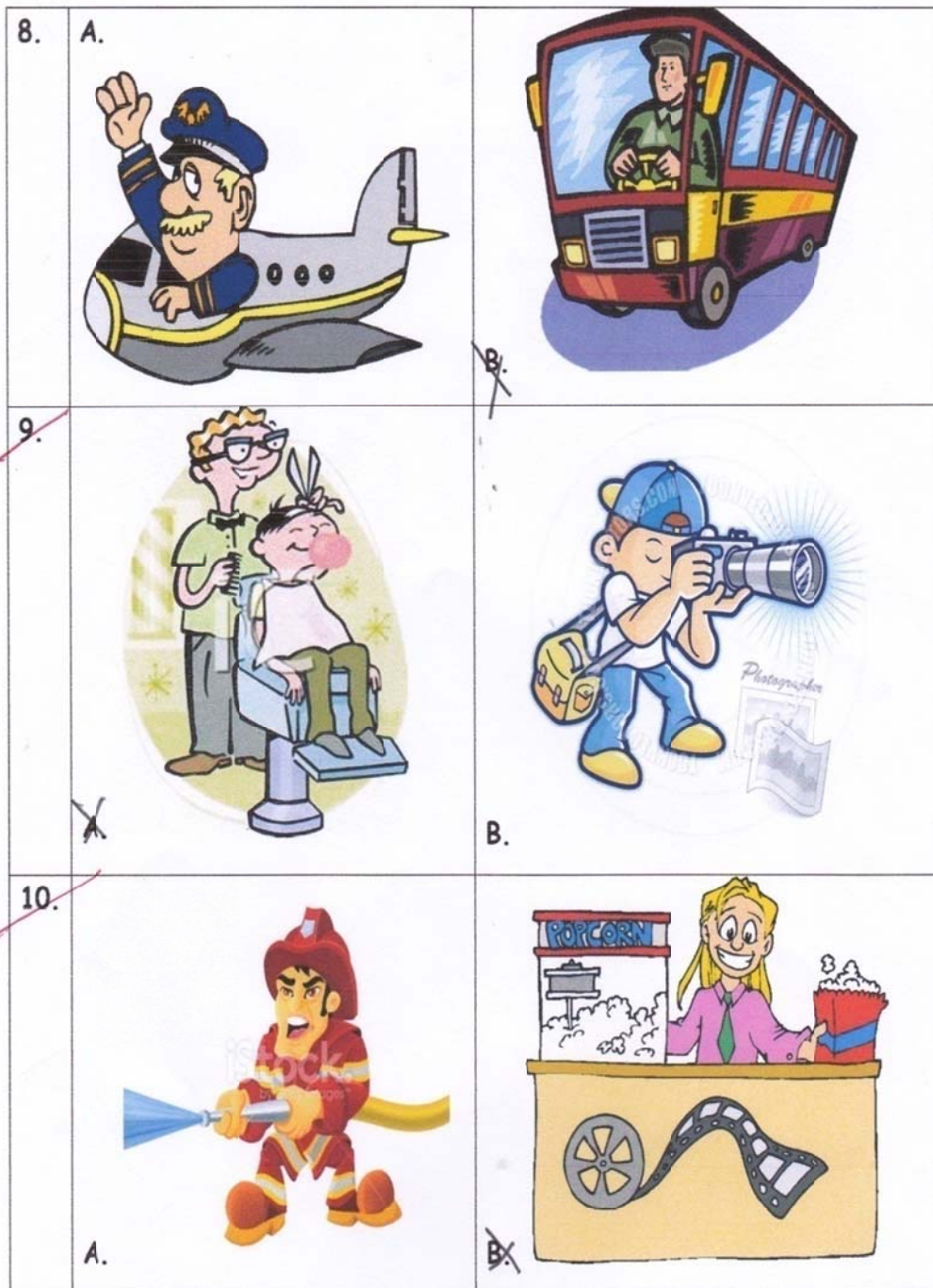
SELAMAT MENGERJAKAN

1.	 A.	 B.
2.	 A.	 B.
3.	 A.	 B.

6

Belajar lagi ok!

4.	<p>A.</p> 	<p>B.</p> 
5.	<p>A.</p> 	<p>B.</p> 
6.	<p>A.</p> 	<p>B.</p> 
7.	<p>A.</p> 	<p>B.</p> 



Name : Faisal yasin

Number : 12

Pilihlah gambar yang sesuai dengan pekerjaan yang disebutkan oleh guru kalian. Soal untuk setiap nomor hanya akan diulang dua kali, jadi dengarkan baik-baik ya adik-adik ^_^








SELAMAT MENGERJAKAN

1.		
2.		
3.		

7 Study again Faisal 11

4.	<p>A.</p> 	
5.		<p>B.</p> 
6.		<p>B.</p> 
7.		<p>B.</p> 

<p>8. A.</p> 	<p>B.</p> 
<p>9.</p> 	<p>B.</p> 
<p>10. A.</p> 	<p>B.</p> 

Name : Cinta Nisayah

Number : 29

Pilihlah gambar yang sesuai dengan pekerjaan yang disebutkan oleh guru kalian. Soal untuk setiap nomor hanya akan diulang dua kali, jadi dengarkan baik-baik ya adik-adik ^_^



SELAMAT MENERJAKAN

1.	 A.	 B.
2.	 A.	 B.
3.	 A.	 B.

Good Cintani !

4.	<p>A.</p> 	<p>B.</p> 
5.	<p>A.</p> 	<p>B.</p> 
6.	<p>A.</p> 	<p>B.</p> 
7.	<p>A.</p> 	<p>B.</p> 



Name : Arjuno Bless Dio-S

Number : 5


Pilihlah gambar yang sesuai dengan pekerjaan yang disebutkan oleh guru kalian. Soal untuk setiap nomor hanya akan diulang dua kali, jadi dengarkan baik-baik ya adik-adik ^_^

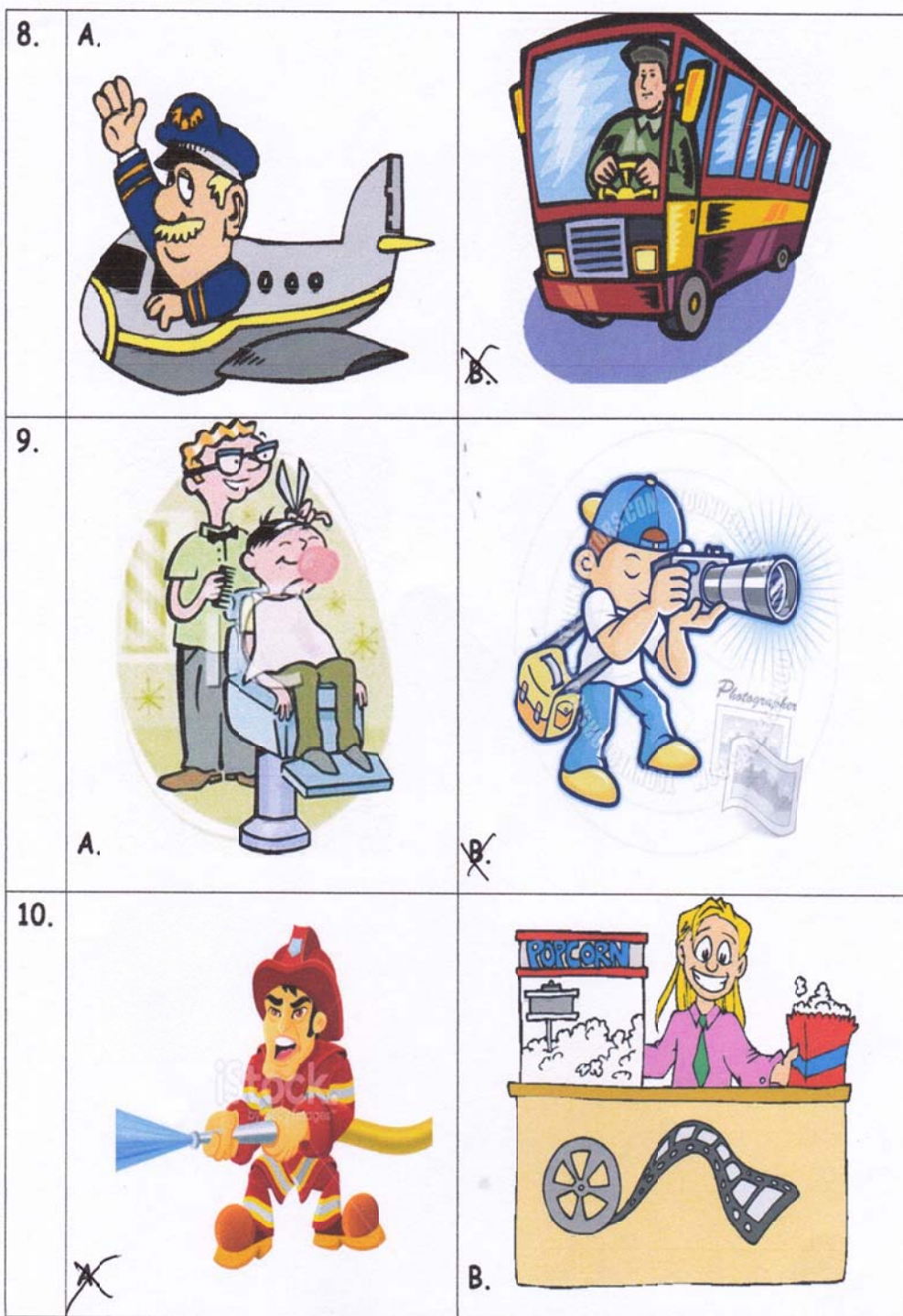


SELAMAT MENGERJAKAN

1.	 A.	 B.
2.	 A.	 B.
3.	 A.	 B.

10 excellent juna!

4.	 A.	 X
5.	 A.	 X
6.	 A. X	 B.
7.	 X	 B.



STUDENTS' TEST IN CYCLE 2

Listen to your teacher and choose the correct pictures by putting it's number correctly.
 Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)

<p>A.</p>  <p>3 basketball</p>	<p>B.</p>  <p>1 swimming</p>	<p>C.</p>  <p>3 Badminton</p>
<p>D.</p>  <p>4 baseball</p>	<p>E.</p>  <p>6 volleyball</p>	<p>F.</p>  <p>2 football</p>
<p>G.</p>  <p>8 cycling</p>	<p>H.</p>  <p>7 Archery</p>	<p>I.</p>  <p>4</p>
<p>J.</p>  <p>4 running</p>	<p>K.</p>  <p>6 walking</p>	<p>Name: Billie</p> <p>Number: 25</p> <p>7</p>

Study again Billie! 1 1

Listen to your teacher and choose the correct pictures by putting it's number correctly.
 Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)

A. 	B. 	C. 
Basketball	Swimming	bad minton
D. 	E. 	F. 
baseball	Voley ball	football
G. 	H. 	I. 
8 cycling walking	7 archery	5 golf
J. 	K. 	Name : Faisyal Prasa Wibawa Number : 13 10
cycling jogging	10 walking	

Good. Be more diligent!

Listen to your teacher and choose the correct pictures by putting it's number correctly.
 Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)

<p>A.</p>  <p>9 basketball</p>	<p>B.</p>  <p>1 swimming</p>	<p>C.</p>  <p>3 badminton</p>
<p>D.</p>  <p>11 baseball</p>	<p>E.</p>  <p>6 volleyball</p>	<p>F.</p>  <p>2 Football</p>
<p>G.</p>  <p>8 cycling</p>	<p>H.</p>  <p>7 cycling archery</p>	<p>I.</p>  <p>5 golf</p>
<p>J.</p>  <p>10 walking</p>	<p>K.</p>  <p>4 jogging</p>	<p>Name: Febayasin</p> <p>Number: 12</p> <p>8</p>

Good. Study again Faical!

Listen to your teacher and choose the correct pictures by putting it's number correctly.

Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)

<p>A.</p>  <p>9</p> <p>Basket Ball</p>	<p>B.</p>  <p>1</p> <p>swimming</p>	<p>C.</p>  <p>3</p> <p>Badminton</p>
<p>D.</p>  <p>4</p> <p>baseball</p>	<p>E.</p>  <p>6</p> <p>volley ball</p>	<p>F.</p>  <p>2</p> <p>Foot Ball</p>
<p>G.</p>  <p>8</p> <p>Cycling</p>	<p>H.</p>  <p>7</p> <p>archery</p>	<p>I.</p>  <p>5</p> <p>Golf</p>
<p>J.</p>  <p>11</p> <p>joging</p>	<p>K.</p>  <p>10</p> <p>walking</p>	<p>Name: Cinta Naisyah Adinda Intan</p> <p>Number: 29</p> <p>10</p>

Very Good Cinta!

Listen to your teacher and choose the correct pictures by putting it's number correctly.
 Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)

<p>A.</p>  <p>9</p> <p>Basket Ball</p>	<p>B.</p>  <p>1</p> <p>Swimming</p>	<p>C.</p>  <p>3</p> <p>Badminton</p>
<p>D.</p>  <p>11</p> <p>Base ball</p>	<p>E.</p>  <p>6</p> <p>Volleyball</p>	<p>F.</p>  <p>2</p> <p>Foot ball</p>
<p>G.</p>  <p>8</p> <p>Cycling</p>	<p>H.</p>  <p>7</p> <p>Archery</p>	<p>I.</p>  <p>5</p> <p>Golf</p>
<p>J.</p>  <p>4</p> <p>Jogging</p>	<p>K.</p>  <p>10</p> <p>Walking</p>	<p>Name : Ajuna Bless Dio S</p> <p>Number : 5</p> <p>10</p> <p>Very Good !</p>

Listen to your teacher and choose the correct pictures by putting it's number correctly.

Number 1 has been done for you. (Dengarkan gurumu dan pilih gambar yang benar dengan memberi angka yang tepat. Lihat gambar B sebagai contoh.)

<p>A.</p>  <p>9</p> <p>Basket ball</p>	<p>B.</p>  <p>1</p> <p>Swimming</p>	<p>C.</p>  <p>3</p> <p>Badminton</p>
<p>D.</p>  <p>11.</p> <p>Base ball</p>	<p>E.</p>  <p>6.</p> <p>Voley ball</p>	<p>F.</p>  <p>2.</p> <p>Foot ball</p>
<p>G.</p>  <p>8</p> <p>Cycling</p>	<p>H.</p>  <p>7</p> <p>Archery</p>	<p>I.</p>  <p>5.</p> <p>Golf</p>
<p>J.</p>  <p>4.</p> <p>Jogging</p>	<p>K.</p>  <p>10</p> <p>Walking</p>	<p>Name: Khailisha Z Hurya r</p> <p>Number: 10</p> <p>10</p> <p>Good job!</p>

APPENDIX I

STUDENTS'

QUESTIONNAIRES

STUDENTS' QUESTIONNAIRES



Jawablah pertanyaan dibawah ini sesuai dengan yang kamu rasakan. Pilihlah salah satu gambar didalam kotak dengan memberi tanda centang.

Lihat contoh dibawah ini ya ^_^

1. apa yang kamu rasakan saat belajar *Occupation*?

Sangat senang	Senang	Kurang senang	Tidak senang

Selamat mengerjakan







1. Apa yang kamu rasakan saat belajar *Parts of body* (bagian-bagian tubuh)?

Sangat senang	Senang	Kurang senang	Tidak senang





2. Apa yang kamu rasakan saat belajar *My school* (Ruangan-ruangan disekolah)?

Sangat senang	Senang	Kurang senang	Tidak senang





3. Apa yang kamu rasakan saat belajar *Stationery* (Alat-alat tulis)?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---





4. Apa yang kamu rasakan saat belajar *Clothes* (Pakaian)?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

5. Apa yang kamu rasakan saat belajar *Sport* (Olahraga)?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---


6. Apa yang kamu rasakan saat bermain Simon says game?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
---	--	--	--

7. Apa yang kamu rasakan saat bermain melempar bola dan menempel gambar?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

8. Apa yang kamu rasakan saat bernyanyi dan menari?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---





9. Apa yang kamu rasakan saat belajar dengan bergerak dan menirukan gaya?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---





10. Apa belajar dengan bergerak dan menirukan gaya membantumu dalam belajar bahasa inggris?

 Sangat membantu	 Membantu	 Kurang membantu	 Tidak membantu
--	---	---	---

11. Apa yang kamu rasakan saat belajar menggunakan gambar-gambar dan boneka kertas?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

12. Apa kamu mendapat kesulitan saat pelajaran dan mengerjakan tugas?

 Tidak	 Sedikit kesulitan saat mengerjakan:	 Lumayan kesulitan saat mengerjakan:	 Sangat kesulitan saat mengerjakan:
--	--	---	---

13. Apa yang kalian rasakan saat bekerja dalam grup spongebob, Patrick dan squidward?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---





14. Apa suara dan nada guru kalian sudah jelas saat berbicara?

 Sangat jelas	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--

15. Apa guru kalian menuji dan memberi hukuman secara adil?

 Sangat adil	 Adil	 Kurang adil	 Tidak adil
--	---	---	---





16. Apa kalian mengerti saat guru berbicara menggunakan bahasa Inggris?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

17. Apa guru bahasa Inggris menyampaikan pelajaran dengan jelas?

 Sangat jelas ✓	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--

18. Apa yang kamu rasakan saat belajar dengan Miss. Ika?

 Sangat senang Karena: <i>pelajaran ya menyenangkan</i>	 Senang Karena:	 Kurang senang Karena:	 Tidak senang Karena:
--	--	--	--



Thank you

Nama: Maura Fara fadhyla



Jawablah pertanyaan dibawah ini sesuai dengan yang kamu rasakan. Pilihlah salah satu gambar didalam kotak dengan memberi tanda centang.

Lihat contoh dibawah ini ya ^_^





1. apa yang kamu rasakan saat belajar *Occupation*?

 ✓ Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

Selamat mengerjakan



1. Apa yang kamu rasakan saat belajar *Parts of body* (bagian-bagian tubuh)?

 ✓ Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

2. Apa yang kamu rasakan saat belajar *My school* (Ruangan-ruangan disekolah)?

 ✓ Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

3. Apa yang kamu rasakan saat belajar *Stationery* (Alat-alat tulis)?

 <input checked="" type="checkbox"/> Sangat senang	 <input type="checkbox"/> Senang	 <input type="checkbox"/> Kurang senang	 <input type="checkbox"/> Tidak senang
--	--	--	--

4. Apa yang kamu rasakan saat belajar *Clothes* (Pakaian)?

 <input checked="" type="checkbox"/> Sangat senang	 <input type="checkbox"/> Senang	 <input type="checkbox"/> Kurang senang	 <input type="checkbox"/> Tidak senang
--	--	--	--



5. Apa yang kamu rasakan saat belajar *Sport* (Olahraga)?

 <input checked="" type="checkbox"/> Sangat senang	 <input type="checkbox"/> Senang	 <input type="checkbox"/> Kurang senang	 <input type="checkbox"/> Tidak senang
--	--	--	--




6. Apa yang kamu rasakan saat bermain Simon says game?

 <input checked="" type="checkbox"/> Sangat senang	 <input type="checkbox"/> Senang	 <input type="checkbox"/> Kurang senang	 <input type="checkbox"/> Tidak senang
---	---	---	---

7. Apa yang kamu rasakan saat bermain melempar bola dan menempel gambar?

 <input checked="" type="checkbox"/> Sangat senang	 <input type="checkbox"/> Senang	 <input type="checkbox"/> Kurang senang	 <input type="checkbox"/> Tidak senang
--	--	--	--

8. Apa yang kamu rasakan saat bernyanyi dan menari?

 <input checked="" type="checkbox"/> Sangat senang	 <input type="checkbox"/> Senang	 <input type="checkbox"/> Kurang senang	 <input type="checkbox"/> Tidak senang
--	--	--	--

9. Apa yang kamu rasakan saat belajar dengan bergerak dan menirukan gaya?

 <input checked="" type="checkbox"/> Sangat senang	 <input type="checkbox"/> Senang	 <input type="checkbox"/> Kurang senang	 <input type="checkbox"/> Tidak senang
--	--	--	--





10. Apa belajar dengan bergerak dan menirukan gaya membantumu dalam belajar bahasa inggris?

 Sangat membantu	 Membantu	 Kurang membantu	 Tidak membantu
--	---	---	---

11. Apa yang kamu rasakan saat belajar menggunakan gambar-gambar dan boneka kertas?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---





12. Apa kamu mendapat kesulitan saat pelajaran dan mengerjakan tugas?

 Tidak	 Sedikit kesulitan saat mengerjakan:	 Lumayan kesulitan saat mengerjakan:	 Sangat kesulitan saat mengerjakan:
--	--	---	---

13. Apa yang kalian rasakan saat bekerja dalam grup spongebob, Patrick dan squidward?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---


14. Apa suara dan nada guru kalian sudah jelas saat berbicara?

 Sangat jelas	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--





15. Apa guru kalian menuji dan memberi hukuman secara adil?

 Sangat adil	 Adil	 Kurang adil	 Tidak adil
--	---	---	---

16. Apa kalian mengerti saat guru berbicara menggunakan bahasa Inggris?

 Sangat senang ✓	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

17. Apa guru bahasa Inggris menyampaikan pelajaran dengan jelas?

 Sangat jelas ✓	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--

18. Apa yang kamu rasakan saat belajar dengan Miss. Ika?

 Sangat senang Karena: miss Ika Adil dalam member hukuman dan suara miss Ika Jelas dan baik hati	 Senang Karena:	 Kurang senang Karena:	 Tidak senang Karena:
--	--	--	--



Thank you
 Thank you *Alvin*







Nama : Faisalyasin

Nomor : 13

Jawablah pertanyaan dibawah ini sesuai dengan yang kamu rasakan. Pilihlah salah satu gambar didalam kotak dengan memberi tanda centang.

Lihat contoh dibawah ini ya ^_^





1. apa yang kamu rasakan saat belajar *Occupation*?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

Selamat mengerjakan



1. Apa yang kamu rasakan saat belajar *Parts of body* (bagian-bagian tubuh)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

2. Apa yang kamu rasakan saat belajar *My school* (Ruangan-ruangan disekolah)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

3. Apa yang kamu rasakan saat belajar *Stationery* (Alat-alat tulis)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

4. Apa yang kamu rasakan saat belajar *Clothes* (Pakaian)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

5. Apa yang kamu rasakan saat belajar *Sport* (Olahraga)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

6. Apa yang kamu rasakan saat bermain Simon says game?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

7. Apa yang kamu rasakan saat bermain melempar bola dan menempel gambar?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

8. Apa yang kamu rasakan saat bernyanyi dan menari?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

9. Apa yang kamu rasakan saat belajar dengan bergerak dan menirukan gaya?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---





10. Apa belajar dengan bergerak dan menirukan gaya membantumu dalam belajar bahasa inggris?

 Sangat membantu	 Membantu	 Kurang membantu	 Tidak membantu
--	---	---	---

11. Apa yang kamu rasakan saat belajar menggunakan gambar-gambar dan boneka kertas?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

12. Apa kamu mendapat kesulitan saat pelajaran dan mengerjakan tugas?

 Tidak	 Sedikit kesulitan saat mengerjakan:	 Lumayan kesulitan saat mengerjakan:	 Sangat kesulitan saat mengerjakan:
--	--	---	---

13. Apa yang kalian rasakan saat bekerja dalam grup spongebob, Patrick dan squidward?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

14. Apa suara dan nada guru kalian sudah jelas saat berbicara?

 Sangat jelas	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--

15. Apa guru kalian menuji dan memberi hukuman secara adil?

 Sangat adil	 Adil	 Kurang adil	 Tidak adil
--	---	---	---

16. Apa kalian mengerti saat guru berbicara menggunakan bahasa Inggris?

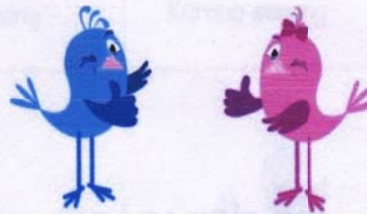
 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

17. Apa guru bahasa Inggris menyampaikan pelajaran dengan jelas?

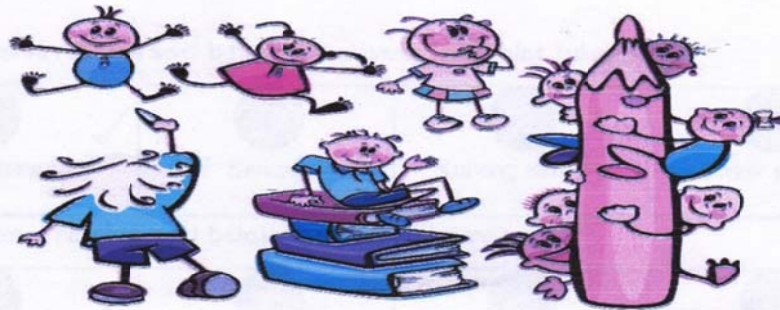
 Sangat jelas	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--

18. Apa yang kamu rasakan saat belajar dengan Miss. Ika?

 Sangat senang Karena: Pelajarannya menyenangkan	 Senang Karena:	 Kurang senang Karena:	 Tidak senang Karena:
---	--	--	--



Thank you



Nama : Yulistyah Indah Purwandari
 Nomor: 27

Jawablah pertanyaan dibawah ini sesuai dengan yang kamu rasakan. Pilihlah salah satu gambar didalam kotak dengan memberi tanda centang.

Lihat contoh dibawah ini ya ^_^

1. apa yang kamu rasakan saat belajar *Occupation*?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---



Selamat mengerjakan





1. Apa yang kamu rasakan saat belajar *Parts of body* (bagian-bagian tubuh)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

2. Apa yang kamu rasakan saat belajar *My school* (Ruangan-ruangan disekolah)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

3. Apa yang kamu rasakan saat belajar *Stationery* (Alat-alat tulis)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

4. Apa yang kamu rasakan saat belajar *Clothes* (Pakaian)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

5. Apa yang kamu rasakan saat belajar *Sport* (Olahraga)?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

6. Apa yang kamu rasakan saat bermain Simon says game?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
---	--	--	--

7. Apa yang kamu rasakan saat bermain melempar bola dan menempel gambar?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

8. Apa yang kamu rasakan saat bernyanyi dan menari?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

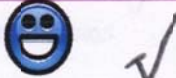



9. Apa yang kamu rasakan saat belajar dengan bergerak dan menirukan gaya?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---





10. Apa belajar dengan bergerak dan menirukan gaya membantumu dalam belajar bahasa inggris?

 Sangat membantu	 Membantu	 Kurang membantu	 Tidak membantu
--	---	---	---

11. Apa yang kamu rasakan saat belajar menggunakan gambar-gambar dan boneka kertas?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

12. Apa kamu mendapat kesulitan saat pelajaran dan mengerjakan tugas?

 Tidak	 Sedikit kesulitan saat mengerjakan:	 Lumayan kesulitan saat mengerjakan:	 Sangat kesulitan saat mengerjakan:
--	--	---	---

13. Apa yang kalian rasakan saat bekerja dalam grup spongebob, Patrick dan squidward?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

14. Apa suara dan nada guru kalian sudah jelas saat berbicara?

 Sangat jelas	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--


15. Apa guru kalian memuji dan memberi hukuman secara adil?

 Sangat adil	 Adil	 Kurang adil	 Tidak adil
--	---	---	---

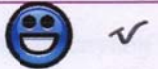



16. Apa kalian mengerti saat guru berbicara menggunakan bahasa inggris?

 Sangat senang	 Senang	 Kurang senang	 Tidak senang
--	---	---	---

17. Apa guru bahasa Inggris menyampaikan pelajaran dengan jelas?

 Sangat jelas	 Jelas	 Kurang jelas	 Tidak jelas
---	--	--	--

18. Apa yang kamu rasakan saat belajar dengan Miss. Ika?

 Sangat senang Karena: Bisa Memakai Bahasa Inggris	 Senang Karena:	 Kurang senang Karena:	 Tidak senang Karena:
--	--	--	--



Thank you

APPENDIX J

THE OBSERVATION

RESULTS

OBSERVATION SHEET

Teaching and Learning Activities

Observer : Chindra Triwulan Dhany, S.Pd
 Date : 27 August 2013
 Time : 09.30-10.40
 Cycle/Meeting: 1/1

Respond to each statement using the following scale:

1=Not observed 2=Need improvement 3=Good 4=Accomplished very well

**All items marked Not Observed must be explained in Comments*

R = Researcher

Ss= Students

1. RESEARCHER'S ACTIVITIES					
No	Aspect	1	2	3	4
Pre teaching					
1	R arrives early to the classroom			√	
2	R begins the class on time in an organized manner			√	
3	R greet Ss, checks Ss attendance and lead the morning prayer			√	
4	R prepares the materials appropriately		√		
5	R explains the goal of the lesson			√	
Review					
6	R reviews the previous materials and introduce the topic			√	
7	R makes use of pictures and song related to the topic			√	
8	R introduces new words and chunks gradually		√		
9	R checks Ss' understanding by playing <i>Throw the ball</i> game			√	
10	R give opportunity for Ss to ask questions			√	
11	R acts out some instructions as the model and gives opportunity for Ss to practice doing listen and act out			√	
New commands					
12	R introduces new commands/instructions			√	

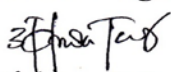
13	R models the new instructions			√	
14	R checks Ss understanding on the instructions			√	
15	R together with Ss say the instructions and perform the actions			√	
16	R gives enough time to practice			√	
17	R corrects the students' mistakes			√	
Role reversal					
18	R drills how to pronounce the instructions		√		
19	R gives Ss opportunities to practice pronouncing the instructions and perform the actions with R guidance		√		
20	R uses <i>Simon says</i> game to checks Ss' understanding			√	
21	R gives Ss opportunities to give the instructions			√	
Reading and Writing					
22	R writes the words related to the topic on the board and reads them			√	
23	R drills Ss' pronunciation			√	
24	R gives Ss opportunity to read and write the words		√		
25	R gives listening comprehension activity to Ss			√	
Closing					
26	R ends the class on time			√	
27	R summarizes main points at the end of class			√	
28	R reminds children of assignments, tests etc		√		
29	R gives preview of the upcoming materials			√	
30	R ends the class by praying			√	
Classroom management and interaction					
31	R sets up group works		√		
32	R uses routines and patterns to stir Ss' attention		√		
33	R assess Ss' performance in non-threatening way		√		
34	R Restates questions and answers when necessary			√	
35	R praises and punishes Ss fairly			√	
36	R uses tone and volume of voice as needed		√		
Classroom Language					
37	R uses English language effectively and in accordance to Ss' level			√	
2. STUDENTS' ACTIVITIES					

No	Aspect	1	2	3	4
Pre teaching					
1	Ss respond to T's greeting			√	
2	Ss shows enthusiasm and are in positive mood		√		
Review					
3	Ss recall the previous materials given			√	
4	Ss know the topic, words and instructions			√	
5	Ss are actively involving themselves in playing <i>Throw the ball</i> game			√	
6	Ss ask questions			√	
7	Ss respond to the instructions			√	
New commands					
8	Ss understand new instructions			√	
9	Ss are able to respond to instructions			√	
Role reversal					
10	Ss are able to pronounce the instructions			√	
11	Ss are able to say and respond to the instructions			√	
12	Ss involve themselves in playing game			√	
13	Ss have willingness to give the instructions		√		
Reading and Writing					
14	Ss are able to say the words related to the topic fluently			√	
15	Ss are able to write the words related to the topic		√		
16	Ss are able to do listening comprehension activity			√	
Closing					
17	Ss understand what they have learnt				√
18	Ss say the prayer and goodbye			√	

Comments :

1. Cara dan teknik mengajar bagus, tetapi untuk memberikan materi yang akan diajarkan untuk dapat menuliskan di papan tulis. Gunakan papan tulis secara efektif. Misal guru bisa menulis materi apa yang akan diajarkan dan manfaat yang akan diperoleh setelah mempelajari, peraturan didalam kelas, dll.
2. Respon anak sudah bagus, anak bisa belajar dengan senang.
3. Suasana belajar mengajar saat awal pelajaran siswa masih kondusif, tapi setelah anak maju kedepan kelas menjadi ramai. Sebaiknya saat anak ada yang maju didepan, anak yang lain diberikan tugas yang lain seperti mengerjakan soal.

Observer's signature


Chindra Triwulan Dhany.

OBSERVATION SHEET

Teaching and Learning Activities

Observer : Chindra Triwulan Dhany, S.Pd
 Date : September 3, 2013
 Time : 09.30-10.40
 Cycle/Meeting: 1/2

Respond to each statement using the following scale:

1=Not observed 2=Need improvement 3=Good 4=Accomplished very well

**All items marked Not Observed must be explained in Comments*

R = Researcher

Ss= Students

1. RESEARCHER'S ACTIVITIES					
No	Aspect	1	2	3	4
Pre teaching					
1	R arrives early to the classroom			√	
2	R begins the class on time in an organized manner			√	
3	R greet Ss, checks Ss attendance and lead the morning prayer				√
4	R prepares the materials appropriately			√	
5	R explains the goal of the lesson			√	
Review					
6	R reviews the previous materials and introduce the topic			√	
7	R makes use of pictures and song related to the topic			√	
8	R introduces new words and chunks gradually			√	
9	R checks Ss' understanding by playing <i>Throw the ball</i> game			√	
10	R give opportunity for Ss to ask questions			√	
11	R acts out some instructions as the model and gives opportunity for Ss to practice doing listen and act out			√	
New commands					
12	R introduces new commands/instructions			√	

13	R models the new instructions			√	
14	R checks Ss understanding on the instructions			√	
15	R together with Ss say the instructions and perform the actions			√	
16	R gives enough time to practice			√	
17	R corrects the students' mistakes			√	
Role reversal					
18	R drills how to pronounce the instructions			√	
19	R gives Ss opportunities to practice pronouncing the instructions and perform the actions with R guidance			√	
20	R uses <i>Simon says</i> game to checks Ss' understanding			√	
21	R gives Ss opportunities to give the instructions			√	
Reading and Writing					
22	R writes the words related to the topic on the board and reads them			√	
23	R drills Ss' pronunciation			√	
24	R gives Ss opportunity to read and write the words			√	
25	R gives listening comprehension activity to Ss			√	
Closing					
26	R ends the class on time			√	
27	R summarizes main points at the end of class			√	
28	R reminds children of assignments, tests etc			√	
29	R gives preview of the upcoming materials			√	
30	R ends the class by praying			√	
Classroom management and interaction					
31	R sets up group works			√	
32	R uses routines and patterns to stir Ss' attention			√	
33	R assess Ss' performance in non-threatening way			√	
34	R Restates questions and answers when necessary			√	
35	R praises and punishes Ss fairly			√	
36	R uses tone and volume of voice as needed			√	
Classroom Language					
37	R uses English language effectively and in accordance to Ss' level			√	
2. STUDENTS' ACTIVITIES					

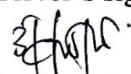
No	Aspect	1	2	3	4
Pre teaching					
1	Ss respond to T's greeting			√	
2	Ss shows enthusiasm and are in positive mood			√	
Review					
3	Ss recall the previous materials given			√	
4	Ss know the topic, words and instructions			√	
5	Ss are actively involving themselves in playing <i>Throw the ball</i> game				√
6	Ss ask questions			√	

7	Ss respond to the instructions			√	
New commands					
8	Ss understand new instructions			√	
9	Ss are able to respond to instructions			√	
Role reversal					
10	Ss are able to pronounce the instructions			√	
11	Ss are able to say and respond to the instructions			√	
12	Ss involve themselves in playing game				√
13	Ss have willingness to give the instructions			√	
Reading and Writing					
14	Ss are able to say the words related to the topic fluently			√	
15	Ss are able to write the words related to the topic			√	
16	Ss are able to do listening comprehension activity			√	
Closing					
17	Ss understand what they have learnt				√
18	Ss say the prayer and goodbye				√

Comments :

1. Teknik mengajar sudah lebih bagus.
2. Siswa sudah dapat merespon dengan baik dan terkondisi, hanya saja beberapa anak masih gaduh, ketika guru sedang menyiapkan media dll.
3. Agar siswa tidak banyak bertanya saat mengerjakan soal sebaiknya guru menerangkan dengan memberi gambaran di papan tulis.
4. Secara keseluruhan, mengajar sudah baik.

Observer's signature


Chindra Triwulan Dhany.

OBSERVATION SHEET

Teaching and Learning Activities

Observer : Chindra Triwulan Dhany, S.Pd
 Date : September 10, 2013
 Time : 09.30-10.40
 Cycle/Meeting: 1/3

Respond to each statement using the following scale:

1=Not observed 2=Need improvement 3=Good 4=Accomplished very well

**All items marked Not Observed must be explained in Comments*

R = Researcher

Ss= Students

1. RESEARCHER'S ACTIVITIES					
No	Aspect	1	2	3	4
Pre teaching					
1	R arrives early to the classroom				√
2	R begins the class on time in an organized manner			√	
3	R greet Ss, checks Ss attendance and lead the morning prayer				√
4	R prepares the materials appropriately				√
5	R explains the goal of the lesson				√
Review					
6	R reviews the previous materials and introduce the topic			√	
7	R makes use of pictures and song related to the topic				√
8	R introduces new words and chunks gradually				√
9	R checks Ss' understanding by playing <i>Throw the ball</i> game				√
10	R give opportunity for Ss to ask questions				√
11	R acts out some instructions as the model and gives opportunity for Ss to practice doing listen and act out			√	
New commands					
12	R introduces new commands/instructions				√

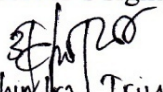
13	R models the new instructions			√	
14	R checks Ss understanding on the instructions			√	
15	R together with Ss say the instructions and perform the actions			√	
16	R gives enough time to practice			√	
17	R corrects the students' mistakes			√	
Role reversal					
18	R drills how to pronounce the instructions				√
19	R gives Ss opportunities to practice pronouncing the instructions and perform the actions with R guidance			√	
20	R uses <i>Simon says</i> game to checks Ss' understanding				√
21	R gives Ss opportunities to give the instructions			√	
Reading and Writing					
22	R writes the words related to the topic on the board and reads them				√
23	R drills Ss' pronunciation				√
24	R gives Ss opportunity to read and write the words			√	
25	R gives listening comprehension activity to Ss			√	
Closing					
26	R ends the class on time			√	
27	R summarizes main points at the end of class				√
28	R reminds children of assignments, tests etc				√
29	R gives preview of the upcoming materials				√
30	R ends the class by praying				√
Classroom management and interaction					
31	R sets up group works			√	
32	R uses routines and patterns to stir Ss' attention			√	
33	R assess Ss' performance in non-threatening way				√
34	R Restates questions and answers when necessary			√	
35	R praises and punishes Ss fairly				√
36	R uses tone and volume of voice as needed			√	
Classroom Language					
37	R uses English language effectively and in accordance to Ss' level				√
2. STUDENTS' ACTIVITIES					

No	Aspect	1	2	3	4
Pre teaching					
1	Ss respond to T's greeting				√
2	Ss shows enthusiasm and are in positive mood				√
Review					
3	Ss recall the previous materials given				√
4	Ss know the topic, words and instructions				√
5	Ss are actively involving themselves in playing <i>Throw the ball</i> game				√
6	Ss ask questions			√	
7	Ss respond to the instructions				√
New commands					
8	Ss understand new instructions				√
9	Ss are able to respond to instructions				√
Role reversal					
10	Ss are able to pronounce the instructions			√	
11	Ss are able to say and respond to the instructions			√	
12	Ss involve themselves in playing game				√
13	Ss have willingness to give the instructions			√	
Reading and Writing					
14	Ss are able to say the words related to the topic fluently			√	
15	Ss are able to write the words related to the topic			√	
16	Ss are able to do listening comprehension activity			√	
Closing					
17	Ss understand what they have learnt				√
18	Ss say the prayer and goodbye				√

Comments :

1. Proses belajar dan teknik mengajar sudah bagus.
2. Gerak guru dikelas sudah baik dan bisa memantau seluruh siswa. Karena dalam satu kelas ada banyak anak, kelas memang mudah sekali rame, coba terapkan strategi-strategi agar anak mudah ditenangkan dan tetap konsentrasi pada pelajaran.

Observer's signature


Chandra Triwulan Dhany.

OBSERVATION SHEET

Teaching and Learning Activities

Observer : Chindra Triwulan Dhany, S.Pd
 Date : September 17, 2013
 Time : 10.10 – 11.20
 Cycle/Meeting: 2/1

Respond to each statement using the following scale:

1=Not observed 2=Need improvement 3=Good 4=Accomplished very well

**All items marked Not Observed must be explained in Comments*

R = Researcher

Ss= Students

1. RESEARCHER'S ACTIVITIES					
No	Aspect	1	2	3	4
Pre teaching					
1	R arrives early to the classroom				√
2	R begins the class on time in an organized manner				√
3	R greet Ss, checks Ss attendance and lead the morning prayer				√
4	R prepares the materials appropriately				√
5	R explains the goal of the lesson				√
Review					
6	R reviews the previous materials and introduce the topic			√	
7	R makes use of pictures and song related to the topic				√
8	R introduces new words and chunks gradually				√
9	R checks Ss' understanding by playing <i>Throw the ball</i> game				√
10	R give opportunity for Ss to ask questions				√
11	R acts out some instructions as the model and gives opportunity for Ss to practice doing listen and act out			√	
New commands					
12	R introduces new commands/instructions				√

13	R models the new instructions			√	
14	R checks Ss understanding on the instructions			√	
15	R together with Ss say the instructions and perform the actions			√	
16	R gives enough time to practice			√	
17	R corrects the students' mistakes			√	
Role reversal					
18	R drills how to pronounce the instructions				√
19	R gives Ss opportunities to practice pronouncing the instructions and perform the actions with R guidance			√	
20	R uses <i>Simon says</i> game to checks Ss' understanding				√
21	R gives Ss opportunities to give the instructions			√	
Reading and Writing					
22	R writes the words related to the topic on the board and reads them				√
23	R drills Ss' pronunciation				√
24	R gives Ss opportunity to read and write the words			√	
25	R gives listening comprehension activity to Ss				√
Closing					
26	R ends the class on time			√	
27	R summarizes main points at the end of class				√
28	R reminds children of assignments, tests etc				√
29	R gives preview of the upcoming materials				√
30	R ends the class by praying				√
Classroom management and interaction					
31	R sets up group works				√
32	R uses routines and patterns to stir Ss' attention			√	
33	R assess Ss' performance in non-threatening way				√
34	R Restates questions and answers when necessary			√	
35	R praises and punishes Ss fairly			√	
36	R uses tone and volume of voice as needed			√	
Classroom Language					
37	R uses English language effectively and in accordance to Ss' level				√
2. STUDENTS' ACTIVITIES					

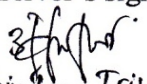
No	Aspect	1	2	3	4
Pre teaching					
1	Ss respond to T's greeting				√
2	Ss shows enthusiasm and are in positive mood				√
Review					
3	Ss recall the previous materials given			√	
4	Ss know the topic, words and instructions				√
5	Ss are actively involving themselves in playing <i>Throw the ball</i> game				√
6	Ss ask questions				√

7	Ss respond to the instructions				√
New commands					
8	Ss understand new instructions				√
9	Ss are able to respond to instructions				√
Role reversal					
10	Ss are able to pronounce the instructions			√	
11	Ss are able to say and respond to the instructions			√	
12	Ss involve themselves in playing game				√
13	Ss have willingness to give the instructions			√	
Reading and Writing					
14	Ss are able to say the words related to the topic fluently			√	
15	Ss are able to write the words related to the topic			√	
16	Ss are able to do listening comprehension activity				√
Closing					
17	Ss understand what they have learnt				√
18	Ss say the prayer and goodbye				√

Comments :

1. Proses dan teknik mengajar sudah bagus. Penerapan Rutin dan pattern dan pengelompokkan siswa efektif untuk menenangkan siswa kembali.

Observer's signature


Chindra Triwulan Dhany

OBSERVATION SHEET

Teaching and Learning Activities

Observer : Chindra Triwulan Dhany, S.Pd
 Date : October 1, 2013
 Time : 10.10 – 11.20

Respond to each statement using the following scale:

1=Not observed 2=Need improvement 3=Good 4=Accomplished very well

**All items marked Not Observed must be explained in Comments*

R = Researcher

Ss= Students

1. RESEARCHER'S ACTIVITIES					
No	Aspect	1	2	3	4
Pre teaching					
1	R arrives early to the classroom			√	
2	R begins the class on time in an organized manner				√
3	R greet Ss, checks Ss attendance and lead the morning prayer				√
4	R prepares the materials appropriately				√
5	R explains the goal of the lesson				√
Review					
6	R reviews the previous materials and introduce the topic			√	
7	R makes use of pictures and song related to the topic				√
8	R introduces new words and chunks gradually				√
9	R checks Ss' understanding by playing <i>Throw the ball</i> game				√
10	R give opportunity for Ss to ask questions			√	
11	R acts out some instructions as the model and gives opportunity for Ss to practice doing listen and act out			√	
New commands					
12	R introduces new commands/instructions				√
13	R models the new instructions			√	

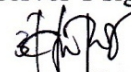
14	R checks Ss understanding on the instructions				√
15	R together with Ss say the instructions and perform the actions			√	
16	R gives enough time to practice				√
17	R corrects the students' mistakes				√
Role reversal					
18	R drills how to pronounce the instructions				√
19	R gives Ss opportunities to practice pronouncing the instructions and perform the actions with R guidance				√
20	R uses <i>Simon says</i> game to checks Ss' understanding				√
21	R gives Ss opportunities to give the instructions			√	
Reading and Writing					
22	R writes the words related to the topic on the board and reads them				√
23	R drills Ss' pronunciation				√
24	R gives Ss opportunity to read and write the words				√
25	R gives listening comprehension activity to Ss				√
Closing					
26	R ends the class on time			√	
27	R summarizes main points at the end of class				√
28	R reminds children of assignments, tests etc				√
29	R gives preview of the upcoming materials				√
30	R ends the class by praying				√
Classroom management and interaction					
31	R sets up group works				√
32	R uses routines and patterns to stir Ss' attention				√
33	R assess Ss' performance in non-threatening way				√
34	R Restates questions and answers when necessary			√	
35	R praises and punishes Ss fairly			√	
36	R uses tone and volume of voice as needed			√	
Classroom Language					
37	R uses English language effectively and in accordance to Ss' level				√
2. STUDENTS' ACTIVITIES					
No	Aspect	1	2	3	4

Pre teaching					
1	Ss respond to T's greeting				√
2	Ss shows enthusiasm and are in positive mood				√
Review					
3	Ss recall the previous materials given			√	
4	Ss know the topic, words and instructions				√
5	Ss are actively involving themselves in playing <i>Throw the ball game</i>				√
6	Ss ask questions				√
7	Ss respond to the instructions				√
New commands					
8	Ss understand new instructions				√
9	Ss are able to respond to instructions				√
Role reversal					
10	Ss are able to pronounce the instructions				√
11	Ss are able to say and respond to the instructions			√	
12	Ss involve themselves in playing game				√
13	Ss have willingness to give the instructions			√	
Reading and Writing					
14	Ss are able to say the words related to the topic fluently			√	
15	Ss are able to write the words related to the topic			√	
16	Ss are able to do listening comprehension activity				√
Closing					
17	Ss understand what they have learnt				√
18	Ss say the prayer and goodbye				√

Comments :

1. Keseluruhan mengajar sudah bagus. Anak sudah aktif merespon dan sudah tidak terlalu gaduh.
2. Beberapa anak sudah mau memberi instruksi dengan bagus.
3. Alokasi waktu perlu diperhatikan lagi karena anak-anak agak terlambat pulang beberapa menit.

Observer's signature


Chindra Triwulan Dhany.

APPENDIX K

MEDIA AND CUT-OUTS



Jogging



Football



Baseball



Volleyball



Badminton



Cycling



Archery



Swimming



Golf



Basketball



Turn left sign



Turn right sign



Go ahead sign



Stop sign



Pictures for school realia



Clothes



School bags



A correction pen



A book



A pencil



An eraser



A pencil case



A board marker, scissors and a pen



A book



A pair of scissors and an eraser



A pencil case and a ruler

APPENDIX L

PHOTOGRAPHS



The researcher is explaining in front of the class using a public sign



The students are responding to the instruction by raising their hands



The students are responding to the instruction by touching their heads



Some students are practicing listen and do activity



The students are responding to the instruction by opening their books



A student is doing *Listen and attach* activity



The students are doing their task



Some students are doing *Listen and dress up* activity



The students are enjoying dressing up their dolls



A student is doing *Listen and dress up* activity using the paper doll



Two students are showing their paper dolls



A student is giving instructions in front of the class

APPENDIX M

LETTERS



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / V / **6706** / 9 /2013

Membaca Surat : **KASUBBAG PENDIDIKAN FBS.
UNIVERSITAS NEGERI YOGYAKARTA**

Nomor : **0825/UN.34.12/DT/IX/2013**

Tanggal : **06 SEPTEMBER 2013**

Perihal : **PERMOHONAN IJIN PENELITIAN**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **IKA NURYANI**
Alamat : **UNIVERSITAS NEGERI YOGYAKARTA**

NIP/NIM : **09202241013**

Judul : **IMPROVING THE THIRD GRADE STUDENT'S LISTENING SKILL THROUGH TOTAL PHYSICAL RESPONSE ACTIVITIES AT SD GAMBIRANOM IN THE ACADEMIC YEAR OF 2013/2014**

Lokasi : **KAB SLEMAN**

Waktu : **06 September 2013 s/d 06 Desember 2013**

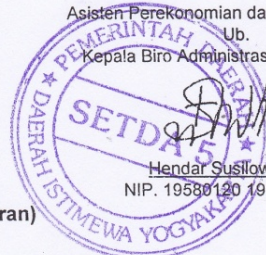
Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.jogjaprov.go.id dan menunjukkan naskah cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **06 September 2013**

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH.
NIP. 19580120 198503 2 003

Tembusan:

- 1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- 2 BUPATI SLEMAN C.Q BAPPEDA SLEMAN
- 3 UNIVERSITAS NEGERI YOGYAKARTA
- 4 YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 2900 / 2013

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/6706/9/2013 Tanggal : 6 September 2013
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : IKA NURYANI
No.Mhs/NIM/NIP/NIK : 09202241013
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : Jl. Kromo Upas 45 A, Dabag, Condongcatur, Depok, Sleman
No. Telp / HP : 085743434853
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING THE THIRD GRADE STUDENTS' LISTENING SKILL
THROUGH TOTAL PHYSICAL RESPONSE AT SD N GAMBIRANOM IN
THE ACADEMIC YEAR OF 2013/2014**
Lokasi : SD N Gambiranom, Caturtunggal Depok
Waktu : Selama 3 bulan mulai tanggal: 06 September 2013 s/d 06 Desember 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 9 September 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a

NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Depok
6. Ka. SD N Gambiranom, Caturtunggal Depok
7. Universitas Negeri Yogyakarta
8. Yang Bersangkutan



**PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA
SD NEGERI GAMBIRANOM**

Alamat : Manukan, Condongcatur, Depok, Sleman, Yogyakarta. Telp. (0274) 885985
Email : sd.gambiranom@yahoo.com

SURAT KETERANGAN

Nomor: 217/S.KET/GA/X/2013

Dengan hormat,

Yang bertandatangan dibawah ini:

Nama : Salamun, S.pd.
NIP : 19581110 197912 1 007
Jabatan : Kepala Sekolah SD N Gambiranom

Menerangkan bahwa:

Nama : Ika Nuryani
NIM : 09202241013
Jurusan/Program studi : Pendidikan Bahasa Inggris UNY

Mahasiswa tersebut telah melaksanakan penelitian di SD N Gambiranom pada bulan Juli-Oktober 2013. Demikian Surat Keterangan ini kami buat agar dapat digunakan sebagaimana mestinya.

Depok, 11 Oktober 2013

Kepala Sekolah

Salamun, S.pd.
19581110 197912 1 007

